

*Report of*

THE BOARD OF EDUCATION

CITY OF NEWARK  
NEW JERSEY

*Including*

- OUR SCHOOLS 1927-1943
- OUR SCHOOLS IN WORLD WAR II
- OUR SCHOOLS 1943-1944

*Educational  
Progress*

1927  
to  
1944

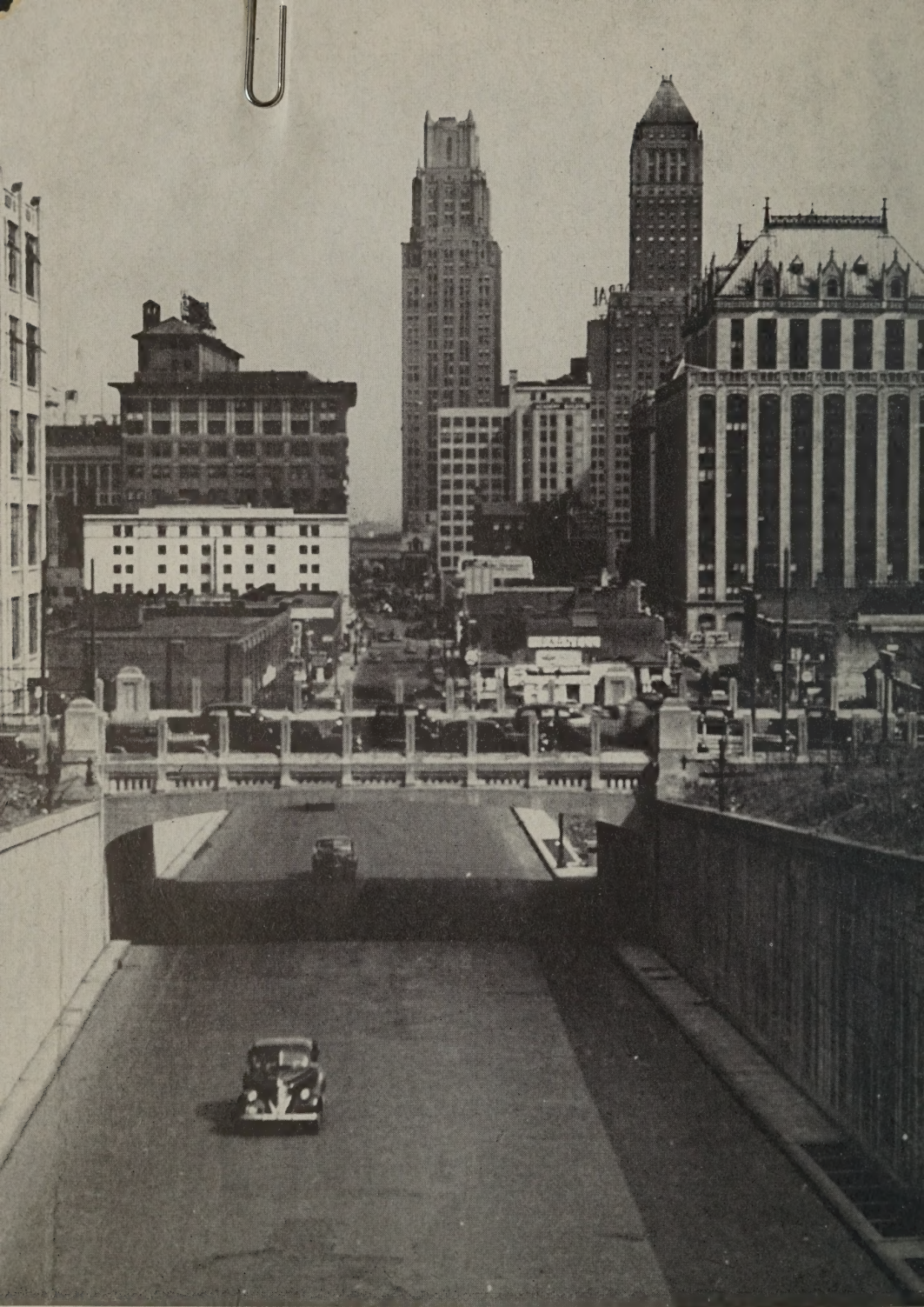




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Eula 8-14-86 3 of 4



NEWARK—A METROPOLITAN CENTER



REPORT OF  
THE BOARD OF EDUCATION

CITY OF NEWARK

NEW JERSEY

1943 - 1944

WITH CHRONOLOGICAL ACCOUNT

1927 - 1943

THE NEWARK PUBLIC SCHOOLS

# THE NEWARK BOARD OF EDUCATION

SCHOOL YEAR 1943-1944

DR. JOHN J. CONNOLLY, *President*

LEO P. CARLIN, *Vice-President*

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## SCHOOL OFFICIALS

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ALFRED H. KRICK.....*Secretary, Board of Education*

CEPHAS I. SHIRLEY.....*Business Manager*

CHARLES H. GLEASON.....*Assistant Superintendent*

ALAN JOHNSON.....*Assistant Superintendent*

THOMAS F. McHUGH.....*Assistant Superintendent*

CARL HERRMANN, JR.

*Assistant Secretary and Budget Director*

JACOB FOX .....*Counsel*



To the President and Members  
The Board of Education  
Newark, New Jersey

Ladies and Gentlemen:

Pursuant to directions of your honorable body to resume the annual publication of *The Report of the Board of Education*, the Superintendent of Schools herewith transmits the report for the school year 1943-1944. This publication is the first of its kind to be issued by the Board since 1926-1927, except for the illustrated educational brochure, *Investment in Citizenship*, which was prepared in 1939.

In order that important changes, innovations, and trends of unreported years may be readily noted, a summarization of the high lights of previous unpublished Board reports has been included in the section entitled *Our Schools 1927 to 1943*. Significant comparative data, covering these years, have been set forth in the statistical graphs and tables.

The magnificent contribution of the Newark school system to the promotion of the war effort is presented in the section entitled *Our Schools in World War II*.

The entire report has been prepared by the Central Office administrative and supervisory staff of the Superintendent, assisted by the Secretary and the Budget Director, under the chairmanship of Dr. Donald W. Campbell, Director of Reference and Research. Editorial work on the report was done by selected principals and teachers.

Respectfully submitted

JOHN S. HERRON

Superintendent of Schools

December, 1944





*NEWARK BOARD OF EDUCATION AND SCHOOL OFFICIALS—JUNE 30, 1944*

Left to right: Mrs. Don Ruotolo; Mrs. Edward F. Fitzpatrick, to succeed Mrs. Ruotolo, July 1, 1944; Charles J. Fox; Dr. John B. Przybylowicz; Leo P. Carlin, Vice-President; Alfred H. Krick, Secretary; Dr. John J. Connolly, President; John S. Herron, Superintendent; Jacob Fox, Counsel; William R. Jackson; Joseph Kraemer; William C. Ricigliano; Mrs. J. Irving Fort. (Cephas I. Shirley, Business Manager, absent.)



## CONTENTS

|                                   | <i>Page</i> |
|-----------------------------------|-------------|
| LETTER OF TRANSMITTAL .....       | 5           |
| OUR SCHOOLS 1927 TO 1943 .....    | 9           |
| OUR SCHOOLS IN WORLD WAR II ..... | 25          |
| OUR SCHOOLS IN 1943-1944 .....    | 47          |
| Educational Offerings .....       | 49          |
| Special Services .....            | 67          |
| Personnel .....                   | 74          |
| The Board of Education .....      | 76          |
| School Finance .....              | 77          |
| Buildings and Maintenance .....   | 85          |
| School Supplies .....             | 90          |
| Community Relations .....         | 92          |
| THE FUTURE .....                  | 100         |
| STATISTICS .....                  | 102         |





OUR SCHOOLS 1927 TO 1943

| Member                       | Date<br>Appointed | Year of Membership   |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
|------------------------------|-------------------|----------------------|----------------|---------|---------|----------------|----------------|---------|---------|---------|---------|----------------|---------|---------|---------|---------|---------|---------|--|
|                              |                   | 1927-28              | 1928-29        | 1929-30 | 1930-31 | 1931-32        | 1932-33        | 1933-34 | 1934-35 | 1935-36 | 1936-37 | 1937-38        | 1938-39 | 1939-40 | 1940-41 | 1941-42 | 1942-43 | 1943-44 |  |
| Ball, Frederick W.           | July 1, 1922      | x                    | x <sup>1</sup> |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Berry, Mrs. Edith M.         | July 1, 1933      | x                    | x              |         |         |                |                | x       | x       | x       | x       | x              | x       | x       | V       |         |         |         |  |
| Byrne, Joseph M.             | July 1, 1922      |                      |                |         |         | x              |                | x       | x       | x       | x       | x <sup>2</sup> |         |         |         |         | V       |         |  |
| Carlin, Leo P.               | July 1, 1941      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Cavicchia, Peter A.          | July 1, 1922      |                      | x              | x       | x       |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Connolly, Dr. John J.        | July 1, 1937      |                      |                |         |         |                | x              | V       | V       | V       | V       | V              | x       | x       | P       | P       |         |         |  |
| Cozzoline, Frank             | July 1, 1932      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Fassett, Harvey L.           | July 1, 1938      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Fort, Mrs. J. Irving         | May 27, 1943      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Fox, Charles J.              | Sept. 28, 1938    |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Hahn, Charles G.             | July 1, 1935      |                      |                |         |         |                |                |         |         | x       |         |                |         |         |         |         |         |         |  |
| Hess, Arnold M.              | July 1, 1941      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Ill, Dr. Edgar A.            | July 1, 1926      | V                    | x              | x       | x       | x              | x              |         |         |         |         |                |         |         |         |         |         |         |  |
| Jackson, William R.          | July 1, 1942      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         | x       | x       |  |
| Kraemer, Joseph              | July 1, 1942      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         | x       | x       |  |
| Northrup, Simon P.           | July 1, 1934      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Osborne, Mrs. Lydia S.       | July 1, 1925      | x                    | x              | x       | x       | x              | x              |         |         |         |         |                |         |         |         |         |         |         |  |
| Przybylowicz, Dr. John B.    | July 1, 1937      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Ricigliano, William C.       | July 1, 1943      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Riker, Mrs. Minnie Windsor   | July 1, 1937      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Ressler, Samuel              | July 1, 1933      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Ruotolo, Mrs. Don            | July 1, 1941      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Saunders, Mrs. Laura K.      | July 1, 1934      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Schoen, Edward               | July 1, 1930      |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Schwartz, Louis C.           | July 1, 1924      | x                    | V              | V       | x       | x <sup>5</sup> |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Seely, William H.            | Nov. 26, 1928     |                      | x              | x       | V       | V              | x              |         |         |         |         |                |         |         |         |         |         |         |  |
| Sims, Miss J. Isabelle       | July 1, 1922      | x                    | x              | x       | x       | x              |                |         |         |         |         |                |         |         |         |         |         |         |  |
| Smith, Thomas J. D.          | July 1, 1922      | x                    | x              | x       | x       | x              | P              | P       | P       | x       |         |                |         |         |         |         |         |         |  |
| Unger, Milton M.             | June 28, 1932     |                      |                |         |         |                | x <sup>6</sup> |         |         |         |         |                |         |         |         |         |         |         |  |
| Wherry, Mrs. Edna D.         | July 1, 1930      |                      |                |         | x       | x              | x              |         |         |         |         |                |         |         |         |         |         |         |  |
| Young, Henry                 | June 25, 1925     | P                    | P              | P       | P       | P              | P              | x       | x       | x       | x       | x <sup>7</sup> |         |         |         |         |         |         |  |
| P—President V—Vice-President |                   |                      |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| 1—Died October 1928          |                   | 5—Died June 1932     |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
| 2—Died September 1938        |                   | 6—Resigned June 1933 |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |
|                              |                   | 7—Resigned June 1938 |                |         |         |                |                |         |         |         |         |                |         |         |         |         |         |         |  |

P—President V—Vice-President

1—Died October 1928

2—Died September 1938

3—Resigned May 1943

4—Resigned June 1937

5—Died June 1932

6—Resigned June 1933

7—Resigned June 1938



## OUR SCHOOLS 1927 TO 1943

Seventeen years have elapsed since the last formal, published *Report of the Board of Education*. During that time, several publications were prepared and distributed by the Board to acquaint the public with the functions and workings of the Newark schools. During the same period, policies were established and events occurred which have had a direct bearing upon the administration of public education in this city. Therefore, the following list of high lights is reported in chronological order to permit a tie with the past and to enable the reader to review briefly the happenings from September 1927 to June 1943.

- 1927 John H. Logan appointed Superintendent of Schools, effective September 1.

Curricula study, beginning December, approved by Board of Education — Superintendent to employ experts as recommended.

- 1928 Superintendent Logan granted a leave of absence from July to September for rest, recreation, and opportunity of studying educational conditions in various European cities.

Dr. Lambert L. Jackson appointed First Assistant Superintendent of Schools, September 1.

- 1929 Construction completed on the addition to West Side High School. Sixteen additional classrooms and a stockroom provided for increased enrollments occurring after the opening of the original building in 1926. Elmer K. Sexton, Assistant Superintendent of Schools, retired February 1.

Department of Manual Training reorganized— Departments of Domestic Science, Domestic Art, Elementary and Secondary Manual Training combined under one head, February 28.

Stanley H. Rolfe appointed Assistant Superintendent of Schools, April 1.

Bragaw Avenue School opened. The first fully equipped library in an elementary school was provided.

Superintendent Logan authorized to provide for the home instruction of incapacitated school-age children unable to avail themselves of the usual classroom facilities—instruction to be under the supervision of the School for Crippled Children.

Revision of teachers' salary schedule completed.

Librarian appointed to the Board of Education Library which had been previously in charge of a substitute librarian from staff of the Newark Public Library.

High-school marking system amended, sending reports of pupil progress to parents four times per term. Plan of marking: A—Excellent; B—Good; C—Average; D—Passing; F—Failure.

First Avenue School building completed.

Reorganization of Recreation Department effected.

1930 Boylan Street School (Open Air School) completed. Activity program initiated for first grade.

1931 Reorganization of the school system on a ten-month basis effected. This meant the discontinuance of the all-year school. Operation of summer schools during July and August continued.

*Regulations for the Government of Schools* amended in regard to deduction of teachers' salaries for absence on account of personal illness.

Ivy Street School building completed.

Newark Public School of Fine and Industrial Art opened in September.

Chancellor Avenue School opened.

Americanization class, organized at the Jewish Center, 219 Schley Street, taken over by the Board of Education.

Use of schools granted for registration of the unemployed.

Pageant in connection with the Washington Bicentennial Celebration authorized to be conducted at Newark School Stadium, at a cost not to exceed \$2,500.

- 1932 Non-resident employees advised to establish their homes at their earliest convenience within the city of Newark, in all cases where this might be done without financial injury to said employees. Future employees to be required, as a condition of employment, to reside within the limits of the city.

Resolution regarding graduated scale reductions in salaries for teachers and employees of the Board adopted June 28.

Intra-mural sports program placed in operation in elementary schools.

Weequahic High School opened in September.

Ninth-grade classes established in McKinley School.

- 1933 Robert D. Argue, Secretary of the Board, retired January 1:

Alfred H. Krick appointed Secretary of the Board, January 1.

Carl Herrmann, Jr., appointed Assistant Secretary of the Board. Duties in connection with the preparation of the budget of the Board of Education and the control of the expenditures of the Board were assigned to the Assistant Secretary of the Board whose



title in connection with the budget was designated as Budget Director.

Resolution adopted: "All members of the Teachers' Pension and Annuity Fund who will, on June 30, 1933, have attained the age of 62 years to be retired from the services of the Board of Education." Resolution rescinded at July meeting.

Belmont Avenue School closed, September 1.

Regulations amended for examination and appointment of teachers.

New regulations adopted for the medical examination of all applicants for new teaching positions, with exception of applicants for promotion licenses.

Publication of *The School Bulletin* discontinued.

Superintendent Logan authorized to make necessary arrangements with the Federal Relief Administration for a program to provide constructive employment for unemployed persons competent to teach, and also to provide socially constructive activities for numerous other persons—this program to entail no extra expense to the Board of Education.

Publications relating to *The Unified Curriculum of the Newark Public Elementary Schools* distributed to schools.

- 1934 Commercial curriculum organized in South Side High School, February 1.

Walnut Street School closed, July 1.

Revision of *Rules of the Board* and the *Regulations for the Government of the Schools* adopted for the year 1934-1935.

All recreational activities placed under the supervision and control of the Department of Physical Training.

Cleveland Junior High organized on a complete junior-high-school basis.

- 1935 Dr. Lambert L. Jackson, First Assistant Superintendent of Schools, retired March 8.

Junior-high-school classes organized in the Ivy Street building.

South Market Street School reopened as an annex to East Side High.

Dr. David B. Corson, former Superintendent of Schools, died April 30.

Regulations governing the use of school buildings amended.

*Revised Regulations for the Examination of Teachers for the Newark Schools* presented to the Board by the Superintendent. This revision conformed to the regulations which were adopted by the State Board of Education and became effective September 1.

Superintendent Logan authorized to execute and file an application on behalf of the Board of Education to the Works Progress Administration for a grant to aid in financing a survey and study of representations of the different nationalities in the schools, of achievements and mental abilities of high-school pupils, and of the difficulties in arithmetic.

Superintendent Logan authorized also to file an application with the Works Progress Administration for a grant to aid in financing a survey of individual pupils who had left the Binet schools during the preceding five years, in order to determine the benefits of special-school training.

Erection of new North Side High School, addition to Weequahic High School, addition to Newark Public School of Fine and Industrial Art, and alterations to

Belmont Avenue School tentatively approved by the Federal Emergency Administration of Public Works. Plans adopted for additions to Weequahic High School and Newark Public School of Fine and Industrial Art, and alterations to Belmont Avenue School. Plans for preliminary excavations for North Side High School approved and adopted. Committee on Buildings, Grounds, and Supplies authorized and empowered to advertise for bids and to award contracts subject to approval of the Board.

- 1936 Stanley H. Rolfe, Assistant Superintendent of Schools, appointed Deputy Superintendent of Schools, January 1.

Notice received from Acting State Director for the Federal Emergency Administration of Public Works that allotments heretofore made to aid in financing construction of North Side High School, additions to Weequahic High School and Newark Public School of Fine and Industrial Art, and alterations to Belmont Avenue School had been rescinded.

Works Progress Administration project approved for binding of books.

Official Bicentennial Commemorative Medal in bronze presented to the Board of Education by the United States Commission for the Celebration of the 200th Anniversary of the Birth of George Washington, in appreciation of the schools' participation and as a memento of the Board's part in the great historical celebration.

The high-school unit, housed in the building of the Newark Public School of Fine and Industrial Art, designated as Arts High School.

Rules governing the appointment and assignment of substitutes amended.



Superintendent John H. Logan died November 16.

Stanley H. Rolfe appointed Acting Superintendent of Schools.

1937 Stanley H. Rolfe appointed Superintendent of Schools, February 1.

Arthur G. Balcom, Assistant Superintendent, retired April 17.

Superintendent Rolfe authorized to select teachers from the elementary field to act as consultants in the interpretation of curriculum materials under direction from the Central Office.

Library and Visual Education Departments merged into one department known as Department of Library and Visual Aids.

Dayton Street School closed, effective June 30, and arrangements made for transportation of the pupils in this district to adjacent schools.

Resolution passed requesting that the Board of Commissioners of the City of Newark appropriate the sum of two million dollars to the Board of Education for the purpose of erecting, enlarging, repairing, and furnishing school houses.

John S. Herron appointed Assistant Superintendent of Schools, July 1.

Alan Johnson appointed Assistant Superintendent of Schools, July 1.

Resolution adopted that all future appointees residing outside of Newark be required, as a condition of employment in the public schools of this city, to become residents of Newark within a period not exceeding one year subsequent to the date of appointment.



NEWARK'S OLDEST SCHOOL (1784)—NOW LOCATED IN THE GARDEN OF THE NEWARK MUSEUM

Contract entered into with the Federal Government for the removal of the Old Stone School House from Chancellor and Elizabeth Avenues to the garden at the rear of the Newark Museum.

Annual salary increments re-established as of September 1.

- 1938 Adult schools organized at Weequahic High School and at Elliott Street School.

*The Unified Curriculum of the Newark Public Elementary Schools*, as agreed upon tentatively during 1933, formally approved.

Name of the Department of Manual Training changed to Department of Practical Arts Education, the

Department to include: Industrial Arts Education, Home Economics Education, and Technical Education.

Application filed by the Board of Education with the United States Federal Emergency Administration of Public Works for a loan and grant to aid in financing the construction of Dayton Street School; an addition to Weequahic High School; an addition to Chancellor Avenue School; alterations and improvements at Belmont Avenue School; and alterations, improvements, and fireproofing of Barringer High School.

1939 Position of Editor of Publications created.

Commercial curriculum organized at West Side High School, February 1.

Contracts awarded for the printing, binding, and delivery of copies of the brochure *Investment in Citizenship* which portrayed pictorially the activities of the Newark school system.

District lines for elementary school assignment revised to relieve congestion in certain high schools.

Chestnut Street School closed.

Some ninth-year Weequahic High School pupils housed in a portion of the Hawthorne Avenue School.

1940 Jacob Fox appointed Counsel of the Board following the death of Charles M. Myers.

X-ray machine installed in the Bureau of Health Education and Service.

Arlington Avenue School designated to accommodate the multiple-handicapped children formerly attending Wickliffe Street School.

Photographer employed in the Department of Library and Visual Aids.



Shop and other facilities of Central High and East Side High Schools utilized for the purpose of vocational training and the retraining of American citizens under the National Defense Training Program.

Practice of granting testimonials of merit to pupils abolished.

Property on Dayton Street adjacent to site of the Dayton Street School purchased by the Board.

Dr. Hollis L. Caswell appointed for one year as consultant for curriculum improvement in the elementary schools.

Detailed analysis of school building needs in the Dayton Street district presented by Dr. Rolfe with recommendations. The Business Manager was directed to have preliminary plans made in accordance with the recommendations, same to be submitted to the Board for final disposition.

Names of the following school organizations changed, effective November 1:

*from* Department of Special Classes *to* Department of Special Education

*from* Montgomery Street Binet School *to* Montgomery Pre-Vocational School

*from* Girls' Continuation School *to* Girls' Trade School

Establishment of Draft Boards in school buildings authorized for the operation of the Selective Training and Service Act.

School holiday on October 16 authorized to permit teachers to assist in the registration under the Selective Training and Service Act of 1940.

- 1941 International Business Machine equipment installed in the Department of Reference and Research for the tabulation of school census and statistical studies.

Offer by the Gideon Association to supply a Bible for each classroom in the Newark Public Schools accepted.

President of the Board and the Superintendent of Schools authorized to negotiate the terms of an agreement between the Board and the Division of Field Studies, Teachers College, Columbia University, for a complete and comprehensive survey of the school system of the City of Newark.

Plan sponsored by Surplus Marketing Corporation approved by Board to permit school pupils to purchase milk at reduced cost.

1942 Registration for sugar rationing held April 28, 29, and May 4, 5, 6, and 7.

Textbook inventory placed under the Department of Library and Visual Aids with tabulation to be made on IBM equipment in the Department of Reference and Research.

James E. Dougan, Assistant Superintendent of Schools, retired July 1.

Girls' Trade School transferred from Lawrence Street building to Chestnut Street building.

John S. Herron, Assistant Superintendent of Schools, appointed Deputy Superintendent of Schools, September 11.

Child Care Program placed in operation November 4 to provide care for children of working parents. Five centers were opened.

Official endorsement given by the Board of Education to the educational objectives of the State of New Jersey Good-Will Commission, the Essex County Conference of Christians and Jews, and the Inter-



Cultural Committee of Newark in the promotion of good will and understanding among the various social, racial, and religious groups of the community.

- 1943 Name of State Street School changed to Pre-Vocational School for Girls.

Dr. Stanley H. Rolfe, Superintendent of Schools, retired March 1.

Name of School for the Deaf changed to Bruce Street School.

Policy of establishing within each school an association of parents and teachers to develop closer home-school relationships endorsed by the Board of Education.

"Penny Milk" made available for all Newark schools.

One-session days because of inclement weather discontinued.

John S. Herron appointed Superintendent of Schools, April 16.

Salary schedule revised for teachers of Barringer Evening High School.

Salary schedules for junior high schools clarified.

Method of reporting and tabulating monthly attendance statistics changed to machine method.

Resolution passed by the Board of Education in favor of the principle of unified administrative control which designates the Superintendent of Schools as its chief executive officer. Counsel of the Board of Education authorized to prepare bills necessary for enactment by the New Jersey State Legislature in order that legal barriers to unified administrative control might be surmounted.

Salary bonus approved by the Board of Education to provide \$100 to employees receiving less than \$3,000, and a bonus of \$50 for those employees receiving from \$3,000 to \$5,000 per annum. This bonus applied to 1942-1943 salaries.





OUR SCHOOLS IN WORLD WAR II



*THEIR STAKE IN THE FUTURE*

## OUR SCHOOLS IN WORLD WAR II

In time of war, each individual and each institution has the prime responsibility of doing everything possible to aid in the war effort. This includes activities in the preparation for war, in the conduct of the war, and in the establishment of the peace. While accepting this challenging responsibility, the public schools of Newark have never ceased to offer a complete educational program providing for pupil and community needs.

This section contains a description of the activities of the schools as related directly to the war program. Due to the changing aspects of the world conflict, many of these activities ended after having served their purpose. In turn, some have been continued and others that represent pressing needs under present phases of the war program have been undertaken.

THE NEWARK PUBLIC SCHOOLS HAVE INTENSIFIED THEIR EFFORTS TO INCULCATE AMERICAN IDEALS, HAVE MODIFIED THEIR COURSES OF STUDY, AND HAVE ADDED NEW COURSES—ALL WITH THE OBJECT OF WINNING THE WAR AND A LASTING PEACE

### AMERICAN IDEALS

Since the outbreak of World War II the Newark schools, like other American schools, have emphasized an appreciation of America, its history and its ideals. By the intensified study of American literature, American music, American heroes, American scenic beauty, American industrial leadership, and great American documents, a basis has been laid for an understanding and appreciation of the American way of life. Through the use of patriotic songs, the flag salute, observance of national holidays, and staging of historical pageants and plays, emotional appeal has given drive and color to the rational understanding of American ideals. To make the American way of life a daily living



experience, democratic procedures have been emphasized in classrooms, clubs, school papers, pupil relationships, and guidance programs.

## CURRICULUM

The curriculum of the Newark public schools has been deeply affected by the war which has led to changes in motivation, in content, and in teaching procedures. The purchase of war bonds and stamps, the weighing of scrap, the speed and mechanics of airplanes are used in setting up problems in arithmetic and higher mathematics. Letters to relatives and friends in the armed forces and the varied war activities of adults and children form the subject matter for written and oral expression in English. Map and globe making, tracing air and sea routes, following accounts of the war on all continents and on the seven seas motivate the study of geography.

Pages of history texts are brought to life by the study of military campaigns in historic areas; the struggles of democracy against dictatorships; the biographies of "world conquerors"; and the causes and conduct of World War I and World War II. Camouflage design, postermaking, and drawing silhouettes of airplanes motivate the work in art. Planning wartime meals, repairing and conserving clothes, canning fruits and vegetables, and planning housefurnishings in wartime arouse interest in home economics.

Need of a knowledge of scientific German or commercial Spanish and the cultivation of the language sense as a valuable wartime skill furnish motivation in the study of foreign languages. The biology and the mechanics of flight, and the importance of electricity, electronics, mechanics, and chemistry have caused a tremendous increase in the number of students electing the sciences. The need of technically skilled labor, both in the armed forces and in industry, has greatly expanded the courses in electricity, joinery, pattern-making, sheet metal, machine shop, mechanical drawing, and blue



#### OVER THE TOP TO PHYSICAL FITNESS

printing. The need of healthy and physically toughened recruits in the armed services and in industry has greatly modified and expanded the work in physical education. "Ranger" and "Commando" programs have been introduced and the number of periods devoted to physical education has been increased for the older boys to five full periods per week.

#### NEW HIGH SCHOOL COURSES

In order to give preliminary training to the young men about to enter the armed forces, the following new courses were introduced in the high schools:

*Aeronautics*—which deals with the elementary principles of the science of flying.

*Aviation Mathematics*—which covers the work as outlined by the Aviation Education Research Group, Teachers College, Columbia University.

*Navigation*—which treats of the science of navigation; the art of piloting; the use of the compass; and the study of charts, navigation by instruments, navigation laws and rules.

*Photography*—which deals with the chemistry and practice of photography.

*Electricity, radio, and radio code*—in which two courses are offered. These deal with the theory of sound waves, the transmission and reception of messages, types of circuits, the maintenance of equipment, and signal-corps code practice covering all requirements for government radio operators.

*Slide Rule*—which is a minor course in the proper use of the slide rule.

All of these courses are optional and upon successful completion count toward a high school diploma, but they are not to be considered as substitutes for required subjects.

#### TRAINEE COURSES

During the past four years Flying Cadets, young men not graduated from college and desirous of entering the Army Air Corps through examination, were offered refresher courses in mathematics, physics, history, and English.

Refresher courses in mathematics were set up in the high schools to prepare seniors for the A-12 and V-12 examinations, as well as for work involving mathematics in the Army and Navy.

Pre-induction guidance was established in a number of high schools with the object of indicating the requirements, the preparatory training, the method of admission, and the opportunities in various branches of the armed services.

Five high schools now offer a *Canteen Aide* course to train helpers in canteens; one school has a *Junior Child Care Aide* course to prepare for service in Child Care Centers, and several schools have *Junior Air Raid Warden* classes.



## SCHOOL LIBRARY ACTIVITIES

Newark school librarians met increased demands for books, pamphlets, films, and recordings as their part in winning the war of ideas. Most Newark school libraries have been centers of war information within their schools, especially in distributing material on the armed forces. Some excellent exhibits featuring the use of books and other library materials have been set up in the schools in connection with aviation, victory gardens, war bonds and stamps, nutrition, civilian defense, and morale. In addition, individual school librarians have contributed to civilian-defense projects by such activities as storytelling in war nurseries and the collection of thousands of books for the Victory Book Drive.

*War Times*, the official bulletin of the School Committee on Defense Services, was prepared by the Department of Library and Visual Aids. The bulletin reported various school defense-committee activities, listing the books and films which could be used in facilitating this program.

The Department has served as a depository for Office of War Information films, which, in addition to the Department's own educational films, have been very much in demand for the expanded recreation program and community adult groups. Practically every civic club in Newark, the women's clubs, and many religious organizations have called upon the Visual Aids Department for educational film programs. Where possible, an operator, projector, and films for free programs were furnished.

THE NEWARK PUBLIC SCHOOLS EDUCATE FOR SECURITY IN  
THE HOME AND IN CO-OPERATION WITH THE HOME  
PREPARE THE WAY FOR VICTORY

A strong "home front," secure economically and emotionally, is a basic need for victory. What have the Newark schools done to give the home front this sense of security? Basically, by keeping boys and girls at work at their regular

school tasks, the schools have a stabilizing effect upon parents and children. They provide an anchor to normal conditions in a world which otherwise has become subject to violent change and disruption of the usual and the customary. This stabilizing influence applies not only to families within any given community, but also to those families who are forced to move from city to city, due to the shift in manpower needs resulting from the war effort.

#### BACK TO SCHOOL

The large number of employment certificates issued in Newark during the spring of 1943 indicated the grave danger that many pupils might forego the advantage of continuing their education to yield to the lure of high wages in store, office, and factory. This situation was particularly evident in the high schools. To meet this danger, a three-fold program of "Back-to-School" was inaugurated in the summer of 1943. Cards were sent, over the Superintendent's signature, to all boys and girls of high-school age who had secured working papers, urging them to return to school in the fall. The co-operation of industry was won to permit boys and girls to work part time, a maximum of twenty-eight hours per week, so that they could participate in the war effort and still attend school. To aid in this participation, high-school programs were adjusted on an individual basis so that every pupil with a job could fit his school work into the hours which the requirements of his job permitted.

The wholehearted and farsighted co-operation of industrial leaders; the full publicity given to the program by the Newark newspapers; and the aid given by the summer school teachers, recreation workers, and attendance officers were vital factors in the effectiveness of the "Back-to-School" movement. The success of the program was striking. In October 1943, there were 200 more students in the senior high schools than there had been in June 1943. In recognition of this service, the National Child Labor Committee asked

permission to publicize Newark's methods of keeping older pupils in school.

#### RATIONING

The schools have aided greatly in bringing about the tremendous change in the buying habits of the community. For Americans especially, the change from a comparatively free economy—in which the individual bought where and when he pleased and as much or as little as he pleased—to a controlled economy—in which the amount, quality, and even the time of purchase were regulated—was a difficult one to make. That it was accomplished in an orderly fashion can be attributed in some large measure to the schools. It was the schools which instructed the children in the operation of the rationing system so that the instructions might be carried into the homes. It was the schools which possessed the most strategically placed centers, the administrative organization, and the trained personnel to carry out the work of ration-book processing. Finally, in large measure, it was the schools which brought about the acceptance of the entire rationing program as an honest and fair proposition. Most people felt that if the schools approved and sponsored the rationing program, it must be necessary to the successful prosecution of the war, it would be honestly administered, and would result in a fair sharing of essentials by all. Much praise is due to the volunteer workers of the PTA's and other organizations for their effective participation in the rationing program.

An idea of the part played by the Newark schools in the rationing process may be obtained from the following figures:

- 1,962 teachers, assisted by 832 pupils, carried out sugar rationing.
- 2,071 teachers, assisted by 688 pupils, processed and issued a total of 70,000 "A" gasoline ration books.
- 14,000 high-school pupils, under the direction of 650 teachers, filled out and mailed Ration Book Number 3 for the entire state of New Jersey.



- (The State Director of the OPA gave as his reason for assigning this enormous task to the Newark high schools the fact that the Newark schools had the lowest percentage of error in processing the earlier ration books.)
- 412,082 copies of Ration Book Number 4 were filled out and issued by the entire teaching staff of 2,500. Schools were closed for three afternoons for this purpose.
  - 14,000 high-school pupils, under the direction of 650 teachers, worked on fuel-oil applications. The mathematicians on the various school faculties checked all the calculations for fuel-oil allotments of homeowners in Newark.
  - 50,000 envelopes to be sent to fuel-oil users were addressed by hundreds of high-school students, who gave their services after school and on Saturdays, and by eighth-grade elementary pupils supervised by their teachers.
  - 100 teachers devoted an entire Sunday to help in the issuing of fuel-oil ration material.
  - 43,000 manila file folders for the use of OPA were prepared by high-school pupils, who volunteered their time after school hours.
  - 100 or more teachers assisted the Ration Board in checking retail stores to see whether they complied with OPA regulations.

#### EXPANDED SCHOOL PROGRAM

But these were by no means the only services to the home front rendered by the Newark schools. Working mothers have been enabled to concentrate on their work in war production plants because they felt secure in the knowledge that their children were being adequately cared for in the eight Child Care Centers set up by the Board of Education. During the summer, an expanded recreation program not only kept

the youngsters off the streets, but also afforded them wholesome and healthful play under supervision, as well as opportunities for developing musical and handicraft skills, and growth in learning to get along with others. Eight summer recreation schools, forty-five expanded recreation centers, and seven housing project centers were available for this purpose. The knowledge that their children would be cared for in these centers gave parents in the lower income groups a sense of security which they otherwise would have lacked.

Many older girls have been trained through home-nursing courses to meet emergencies in the home. A number of teachers and older girls have acted as nurses' aides in hospitals, thus relieving the heavily burdened hospital staffs, especially in the care of ward patients.

The home front has also been strengthened by the greatly expanded program adopted by the Home Economics Department of the Newark schools. This program has three distinct objectives:

To conduct for pupils and parents a program of Consumer Education involving prudent buying of foods and clothes and the wise use of these essentials.

To train both pupils and parents in the making, the conservation, and the repair of clothing.

To revive old home skills such as canning, laundering, and using old-fashioned American ingenuity in getting along with what one has.

These objectives have been achieved in the home economics classes of the city schools, in the YWCA, in PTA meetings, and at meetings of business girls' and business women's clubs. The canning program alone brought 994 women to the schools where, under the guidance of home economics teachers, they canned 11,371 jars of fruits and vegetables.

Moreover, during these critical war years when so many household articles could not be replaced, the schools have co-operated with the home by repairing furniture, lawn-

mowers, bicycles, screens for doors and windows, shoes, handbags, cooking utensils, and electrical equipment.

THE NEWARK PUBLIC SCHOOLS TRAIN WORKERS FOR WAR  
INDUSTRY AND CO-OPERATE WITH INDUSTRY TO INCREASE  
PRODUCTION FOR VICTORY

Following the fall of France and the adoption by our government of the Lend-Lease policy, it became fairly obvious that our joining the Allies was only a matter of months. It was equally obvious that our prime function in the early days of our joining the conflict was to act as the "arsenal of democracy" and to supply our Allies with the necessary food and materiel. To do that we needed trained workers in vast numbers.

TRAINING OF WORKERS

Therefore, as early as 1940, the Newark Board of Education began to plan a program for retraining experienced mechanics and training inexperienced workers in the simple mechanical skills. Since that time and through June 1944, 5,500 machinists were trained in the machine shops of Central High and East Side High Schools. These men were trained to work on lathes, milling machines, grinders of different types, and drill presses. Classes began at 6 p. m. and continued until 7 a. m. Courses lasted from 150 to 300 hours. The object was to train specialists on one type of machine. In addition to machinists, radio and electrical testers, blue-print readers, and mechanical inspectors also were trained. As the trainees became more skilled, they were given actual production jobs to do. An outstanding job was one for the Naval Torpedo Station at Alexandria, Virginia, for which approximately \$40,000 worth of special tools and dies were made for use in the production of naval torpedoes.

The following excerpts from letters received tell their own story.



"The tools and wrenches we have received to date speak for themselves, not only in quality but in appearance as well. . . . These tools are as essential a part of torpedo manufacture as any we use." *Planning and Procurement Division of the Naval Torpedo Station at Alexandria, Virginia.*

"Will you therefore please continue to make these dies as other schools are falling down in the manufacture of these dies?" *State Supervisor of War Production Training.*

Although neither Central nor East Side High School had previously engaged in vocational training, these schools did an admittedly outstanding job at a very critical moment in the history of the nation. The training of the adults was not allowed to interfere with the technical education of the regular students. During the same period—1940 through June 1944—1,229 boys were graduated from technical and industrial courses at Central and East Side High Schools. These boys, together with many others still attending school, contributed substantially to the war-production effort.

The combination of regular classes and special war-training classes placed a terrific 24-hour strain upon machinery and equipment. The Federal Government recognized this and appropriated \$43,522 for new machinery, tools, and special electric wiring in the aforementioned schools.

Although Newark is an industrial center, located in a highly urban area, approximately seventy-five boys from the Newark schools responded during their summer vacations to a government appeal for workers on farms. Thus the Newark schools have played a part in the production of both food-stuffs and the materiel of war.

#### COLLECTION DRIVES

Next to the need for trained workers, American industry found itself dangerously lacking in certain raw materials. To meet this need communities entered upon a series of "collec-

tion drives." In Newark, the schools played a most important part in these drives. Through the efforts of the children, the following collections were made during the school years July 1, 1942 to June 30, 1944:

24,960 pounds of old rubber  
363,522 pounds of paper  
5,663 pounds of keys  
82,783 pounds of scrap metal  
33,272 pounds of tin

In addition, hundreds of phonograph records, costume jewelry, thousands of old silk and nylon stockings, and thousands of pounds of rags and tinfoil were collected.

#### RECREATION FOR ADULT WORKERS

Industry's need for workers was greatly complicated and rendered more serious by excessive absenteeism. An analysis of absenteeism showed that the steady grind of forty-eight to seventy hours of work, week after week, caused the men to take a day or two off without prior notice to the foreman—thus disrupting the production schedule. All too frequently this self-assigned vacation did not give the worker the kind of relaxation he needed.

The services of the Recreation Department of the Newark schools were made available to assist in surveying the recreational needs of business concerns and to organize recreation programs with the advice and help of duly appointed representatives of the concerns. Some fifty firms took advantage of this offer. These included some of the largest business organizations, both mercantile and industrial, in the city. In addition, industrial workers were permitted to use eleven community centers for recreation until 11 p. m., two nights a week. Dances and hobby shows were organized at places convenient to the workers. Neighborhood groups planning for an outing were encouraged to borrow kits consisting of horseshoe sets, softballs and bats, and table tennis outfits. Twelve softball leagues, eight teams to a league,

were organized by the Recreation Department in such a way as to permit complete control by the members of the leagues. The Recreation Department also helped to draw up rules and regulations, organized the schedule of games, and furnished umpires. This program of recreation helped greatly in reducing absenteeism and in building morale among the male workers.

#### CHILD CARE FACILITIES

The employment of married women with children from ages four to fourteen offered another very serious problem. To take care of the children while the mothers were at work, six War Nurseries and seven School-Age Groups were organized as Child Care Centers in eight different school buildings and are still in operation. In the War Nurseries children of three, four, and five years of age are served hot breakfasts, mid-morning fruit juice, hearty lunches, and fruit juice in mid-afternoon. Each child is given an individual cot and blankets and is required to take several rest periods each day. Under a carefully devised regimen, administered by sympathetic and trained teachers, the children are taught good eating and sleeping habits, good table manners, how to dress and undress themselves, and how to get along with others. Play and creative work round out a happy and busy day for the youngsters. Frequently, when the mothers call for their boys and girls, the teachers in charge talk over the happenings of the day and make suggestions concerning the welfare of the children. The development of initiative, self-reliance, creativity, and co-operation at this early stage gives promise of preventing juvenile delinquency in the future. The School-Age Group consisting of children between the ages of six and fourteen are given extended day care. Children enrolled in this group attend the regular school sessions but in addition are given breakfast, lunch, and milk and crackers or fruit juice in the afternoon. A balanced diet has been carefully worked out by the Assistant Supervisor of Home Economics





#### LEARNING TO LIVE AND PLAY IN THE CHILD CARE CENTERS

in Charge of Cafeterias. Rest and play, reading, and opportunities for creative work are provided before and after school. The program has been in operation for two years. Attendance has increased steadily indicating a growing appreciation of the program's value by the working mothers. The average daily attendance for 1943-1944 was 438.

Originally, the Child Care Centers were established by the Board of Education with the wholehearted support of the Child Care Committee of the Newark Defense Council, but without the use of Federal funds. Operation on this basis continued from July 6, 1942 to August 15, 1943. To defray a portion of the cost, parents paid fees on a sliding scale. On August 15, 1943, Federal funds were made available and in December the rate was changed and fixed at \$2.50 per week per child and \$1.50 per week for each additional child from the same family. The total sum contributed by parents for

the period August 15, 1943 to February 14, 1944 was \$38,198. In addition, the Federal Government contributed \$42,009 and the Board of Education provided \$10,000.

That this service is appreciated by the industrial concerns may be seen from the following excerpt from a letter received from the Federal Telephone and Radio Corporation:

"We have found the Child Care Centers, which you have opened in Newark, to be an indispensable aid in recruiting women workers and in reducing absenteeism."

Working mothers also expressed their appreciation:

"Without the Child Care Center, I would not have been able to go to work."

"I give great thanks and praise to the Child Care Center for its help to the community, to the parent, and also to the child."

#### THE NEWARK PUBLIC SCHOOLS CO-OPERATE WITH ALL GOVERNMENTAL AGENCIES IN WINNING THE WAR FOR FREEDOM

Democratic processes often seem slow and even ineffectual in times of peace. When the hour of danger strikes, democracies must prove their right to survive or—they perish. With the attack upon Pearl Harbor, the United States rose to the challenge. Instead of waiting for the Government to tell them what to do, Americans all over the land volunteered their services. The schools of Newark did not lag behind. In co-operation with the following agencies the schools entered upon an extensive program of wartime activities:

#### OFFICE OF CIVILIAN DEFENSE

- 8,213 teachers and pupils studied and perfected themselves in the techniques of First Aid.
- 270 teachers became experts in First Aid and taught adult groups in schools, factories, clubhouses,



STUDENT "FIRE GUARD" FIGHTS INCENDIARY BOMBS

- stores, and post offices—giving their time and effort unstintingly, month after month.
- 1,983 teachers and pupils studied and practiced Accident Prevention.
- 270 teachers and pupils studied and practiced Life Saving.
- 244 teachers and pupils joined the Police and Fire Auxiliary and practiced assiduously so as to be prepared in case of air attack.
- 538 pupils and teachers acted as Air Raid Messengers as part of a carefully worked out system of air raid warning centered in the Bureau of Attendance of the Newark schools.
- 749 teachers and pupils acted as Air Raid Wardens. It is of interest to note that pupils in industrial arts



classes made 185 nightsticks from the legs of pin-ball machines, confiscated by the Prosecutor's Office, and distributed them to the Coast Guard and local Air Raid Wardens.

- 129 teachers and pupils acted as Plane Spotters days and evenings after school hours.

#### RED CROSS

- 100 per cent of the school children of Newark joined the Junior Red Cross and contributed \$27,247.75 to the Red Cross War Fund.
- 4,803 teachers and pupils made clothes for foreign and domestic relief organizations. For the Red Cross and the Bureau of Attendance alone, our home economics classes made 4,748 different articles.
- 452 articles were made for the Red Cross by the industrial arts shops during the year 1943-1944 in addition to carrying on a regular school program.

#### UNITED STATES TREASURY DEPARTMENT

Another outstanding achievement was that of selling War Savings Stamps and Bonds. The schools did a truly amazing job in selling \$853,762.75 worth of stamps and bonds in 1942-1943, and \$2,185,538.85 worth in 1943-1944. When it is recalled that the sales were in small units running usually from a 10-cent stamp to a \$25 bond, the total of \$3,039,301.60 for the two years gives an idea of the number of hours spent on this particular activity in all the schools of the city by numerous faithful workers—parents, teachers, and pupils.

#### NEWARK DEFENSE COUNCIL

Practically all zone and sector headquarters of the Defense Council were housed in Newark public school buildings. Rooms were set aside in each school building for the storage of cots and other supplies, which might be needed in case of emergency, and buildings were kept heated for the

benefit of the Air Raid Wardens who remained on post during the night. In a number of schools, casualty stations were set up.

The schools also offered their facilities for meetings of Air Raid Wardens and other Defense Council personnel. Classes were held, staffed by teachers and other experts in fire-fighting techniques, decontamination procedures, poison gas protection, and rescue work. Two hundred registered nurses were given special training for service during catastrophe.

#### THE NEWARK SCHOOLS FURNISH MEN AND WOMEN TO THE ARMED FORCES AND CO-OPERATE WITH THE ARMED FORCES IN FURNISHING NEEDED SUPPLIES AND BUILDING MORALE

#### REGISTRATION FOR SELECTIVE SERVICE

On October 16, 1940 the first registration of men for military service in times of peace was held throughout the United States. Those with an eye to the past recalled the Draft Riots in New York City in 1863. Those with an eye to the present called to mind the vociferous outpourings of the peace-at-any-price people and the pro-Axis sympathizers. Wisely the Federal Government decided upon the schools of the country as the best centers for registration for military service, and the schools lived up to all expectations. The schools were strategically located to register almost all eligibles; the friendliness of the teacher registrars, their personal acquaintance with many of the registrants, and the respect which schools command in their communities made this historic registration a most gratifying success. No other American institution was as well equipped and organized to do the job as were the public schools. In Newark, 1,558 teachers aided by 560 pupils devoted the day and a good part of the night of October 16 to registration, and the recording, adding, and completing of reports.



FOSTERS STRESS WAR NEEDS

#### SERVICE IN ARMED FORCES

Graduates and former students of the Newark schools, to the number of many thousands, are now serving in all branches of the armed services—the Army, Navy, Marines, Coast Guard, Merchant Marine, Wacs, Waves, and Spars. One hundred forty-seven regular employees of the Board of Education entered the Armed Forces. In addition, many substitutes were called for this purpose.

#### AIRPLANE MODELS

In order that Army and Navy plane crews would not fire upon American and Allied planes and would recognize enemy planes instantly, all members of the Air Force had to be trained to recognize at a glance both friendly and enemy planes. For that training, thousands of airplane models had to



be made to exact scale allowing a tolerance of only  $1/32$  of an inch. The job of making these models was turned over to the schools of America by the Army and Navy. It was discovered that the required degree of accuracy could be achieved only in the junior and senior high schools. Each model had to be checked at twenty different points for accuracy. Under these exacting conditions, the Newark junior and senior high schools produced 350 planes.

#### MORALE

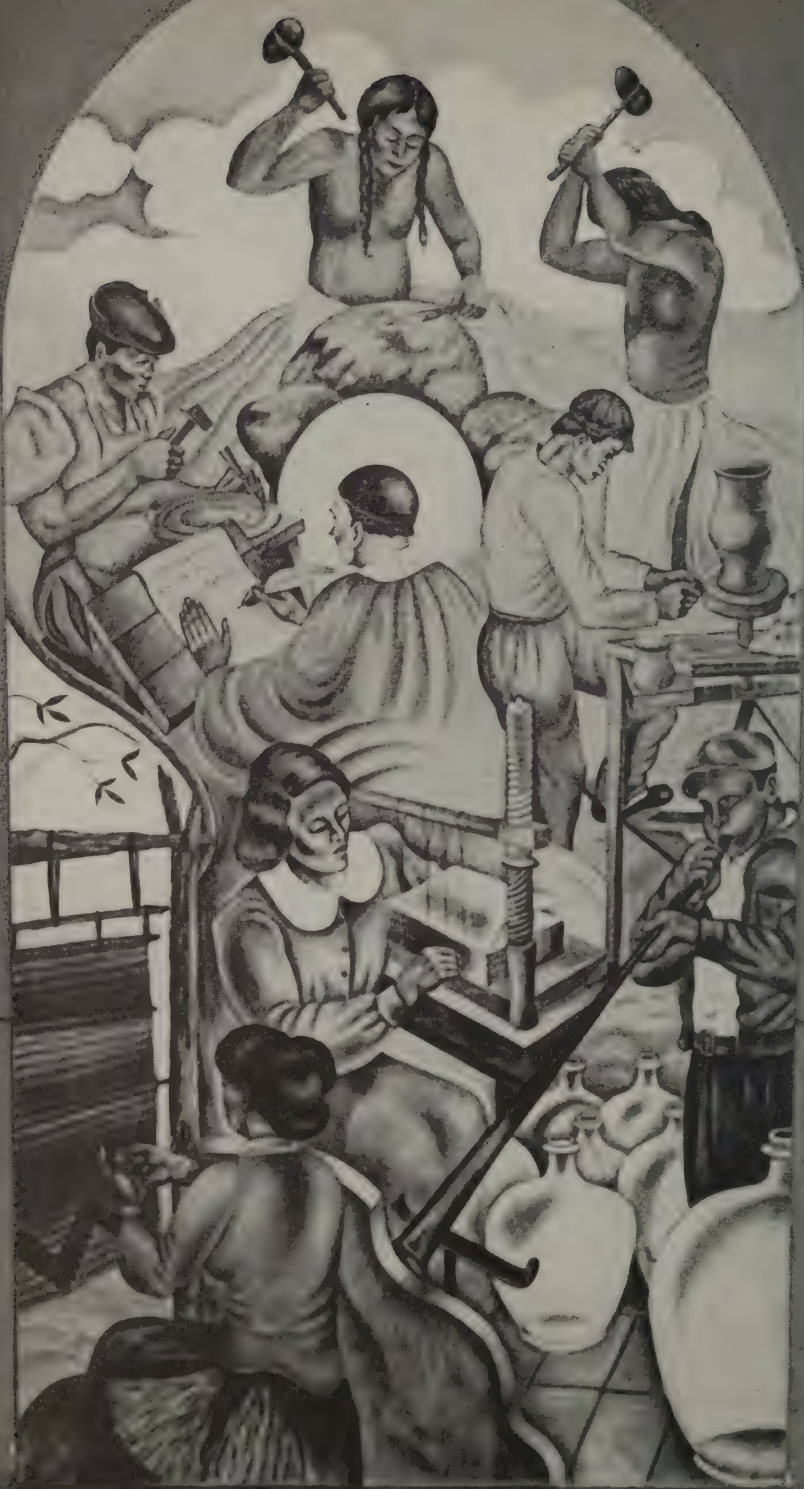
The Newark schools have aided in building and sustaining morale. Many teachers and other employees have acted as blood donors; 483 teachers and 198 pupils have aided in USO work; and many women employees have served in the Motor Corps putting in hours of work day and night, transporting personnel and supplies for the Red Cross and the Newark Defense Council.

Two hundred eighty-eight teachers and 167 pupils prepared and served food in the canteens of Newark. It has been the practice of each school to collect enough money to pay for the food likely to be consumed at the canteen for one day. Volunteers from each school prepared the food and served on a designated day.

Pupils in school are encouraged to write letters to friends and relatives in the Armed Forces. In a number of schools, each class "adopted" one or more graduates of the school, wrote letters, sent the school newspaper, and at Christmas time sent a little gift package or kit bag.

The activities described have been entered into unselfishly by both teachers and pupils. The citizens of our community may be assured that the intensity of such efforts will not lessen as long as our country needs this help. The people of the City of Newark may be justly proud of the prompt efficiency with which the many challenges have been met. It has been a thrilling example of public education functioning in a Democracy.

OUR SCHOOLS IN 1943-1944



*MURAL DEPICTING THE EVOLUTION OF ARTS, CRAFTS, AND SCIENCES*

One of six murals painted for Ivy Street School as part of the program to beautify the interiors of school buildings.

## EDUCATIONAL OFFERINGS

The public schools of Newark during the school year 1943-1944 had a day-school enrollment of 63,603 pupils. In addition to this number, 780 were enrolled in the evening high schools, 550 in Americanization classes, and 966 in the Newark Public School of Fine and Industrial Art. There were also 2,859 pupils enrolled in the 1943 summer high schools.

Of those pupils enrolled in the day schools, 6,393 were in the kindergarten; 38,570 in elementary grades; 202 in Girls' Trade School; 2,946 in junior high schools; 13,376 in senior high schools; and 2,116 in special schools and classes.

## SECONDARY SCHOOLS

In the junior and senior high schools, many offerings are grouped into eight curricula to meet the varied needs and abilities of the pupils. These curricula are as follows:

| SENIOR HIGH SCHOOL                    | CURRICULUM  |
|---------------------------------------|---|
| Arts                                  | Fine Arts   |
| Barringer                             | Civic and College Preparatory   |
| Barringer Evening                     | Business, Secretarial, General<br>Clerical, Civic, and College<br>Preparatory                   |
| Central Commercial<br>and Technical   | Business, Secretarial, General<br>Clerical, Industrial, and Technical                           |
| East Side Commercial<br>and Technical | College Preparatory, Business,<br>Secretarial, General Clerical, In-<br>dustrial, and Technical |
| South Side                            | Civic, College Preparatory, Busi-<br>ness, Secretarial, and General<br>Clerical                 |
| Weequahic                             | Civic, College Preparatory, Busi-<br>ness, Secretarial, and General<br>Clerical                 |



West Side

Civic, College Preparatory, Business, Secretarial, and General Clerical

## JUNIOR HIGH SCHOOL

## CURRICULUM

Cleveland

Civic, College Preparatory, Business, Secretarial, General Clerical, Industrial, and Technical

Ivy Street (9th year only)

Civic, College Preparatory, Business, Secretarial, and General Clerical

Madison

Civic, College Preparatory, Business, Secretarial, and General Clerical

McKinley (9th year only)

Civic, College Preparatory, Business, Secretarial, and General Clerical

Robert Treat

Civic, College Preparatory, Business, Secretarial, and General Clerical

The Technical Curriculum provides courses which enable pupils to meet the entrance requirements of technical or engineering colleges, and at the same time furnishes valuable industrial-technical experience. Those pupils not planning to enter college can gain valuable training for entrance into vocations of an industrial nature.

The Industrial Curriculum is established for boys of less academic ability and emphasizes the importance of shop activities.

The Fine Arts Curriculum offers training and experience in artistic appreciation and expression in art and industrial design.

The College Preparatory Curriculum is specifically planned for entrance into college, emphasizing as it does the language arts, mathematics, science, and the social studies.

The Civic Curriculum offers a very flexible program of studies to those pupils who possess neither the specialized skills required in the business and technical courses nor the ability to deal successfully with abstract ideas and symbols. The core of this curriculum is to be found in English and the social studies.

The Business Curriculum provides training and experience in business principles, business practices, and business machines with the special objective of training for a career as bookkeeper and office manager.

The Secretarial Curriculum offers training and experience in business principles, business practices, and business machines with the special objective of preparing students for careers as typists, stenographers, and secretaries.

The General Clerical Curriculum is intended for those students who lack the mathematical ability necessary for success in bookkeeping, or the manual dexterity and word memory necessary for success as secretaries.

Admission of pupils to the Technical and the Industrial Curricula is based upon results of a test in mathematics. Admission to the Fine Arts Curriculum is based upon the pupil's score on an art ability test.

The high-school enrollments by curricula, as of February 1944, were:

| CURRICULUM                | ENROLLMENT |
|---------------------------|------------|
| Technical .....           | 1,654      |
| Industrial .....          | 728        |
| Fine Arts .....           | 384        |
| College Preparatory ..... | 3,938      |
| Civic .....               | 2,042      |
| Business .....            | 1,357      |
| Secretarial .....         | 3,201      |
| Clerical .....            | 1,281      |

## EVENING HIGH SCHOOL

The evening high school is located in Barringer High School building and offers fully accredited courses to enrollees over eighteen years of age and to those between sixteen and eighteen years of age who are employed during the day-school hours. The instructional staff usually consists of twenty teachers.

## NEWARK PUBLIC SCHOOL OF FINE AND INDUSTRIAL ART

The Newark Public School of Fine and Industrial Art, when founded, was unique to Newark. It is a school where instruction is given by a staff of instructors, most of whom are professional artists. Here, day and evening classes are available to those who wish to continue with the art training received in the schools or to prepare for an art career. Its purpose is not necessarily to produce professional artists, but to develop art appreciation and to stimulate the use of the arts in leisure activities. The productions in fine and commercial art are an indication of the effectiveness of the instructional program of this school.

## SUMMER HIGH SCHOOLS

The summer high schools were originally operated to provide failing pupils with the opportunity to bring work up to grade and to permit pupils entering high school in the second semester to accelerate their program through summer-school attendance. By attendance at consecutive summer-school sessions, such pupils could enter college in the fall and thus save a half year after graduation. Although this adjustment in graduation dates is no longer so important since colleges offer varied registration periods, many pupils avail themselves of this opportunity to complete their high-school education before being called to the Armed Services. Specified subjects are offered. Classes in other subjects are formed when requests for them are sufficiently numerous.



#### ARCHERY CRAFTS IN THE SUMMER PLAYGROUNDS

Summer high schools are located in Central High and South Side High buildings.

#### OTHER SUMMER PROGRAMS

The Board of Education not only provides activities for the wartime effort for the children during the summer vacation period but has increased its peacetime recreation program on every playground. It also conducts eight summer elementary schools where the motto is "Have Fun." Specifically, the program provides:

- Care for children of working mothers

- Safety and care for a large number of children

- Activities which will offset the lack of parental care and the increased tendency toward delinquency



Morale through the stabilizing effect of the program

Inclusion of more activities in the fields of music, arts and crafts, and shop work, particularly in congested areas

Experimentation with programs planned to meet the needs of children in each individual center

In the summer of 1943, the eight summer schools opened on July 6 and closed on August 27. During the interims preceding and following the summer schools, the recreation centers continued in operation. The additional recreation personnel required was 125 teachers.

The set-up for the summer program was:

Eight summer schools with expanded recreation playground programs

Hours 9 a. m. to 12 m. for schools

Hours 9 a. m. to 9 p. m. for recreation program

Twenty-four expanded recreation centers

Hours 10 a. m. to 9 p. m.

Twelve other recreation centers

Hours 10 a. m. to 9 p. m.

#### AMERICANIZATION CLASSES

Americanization classes are offered in eight schools: Bergen Street, Chancellor Avenue, Charlton Street, Elliott Street, First Avenue, Franklin, Morton Street, and South Seventeenth Street. Twenty-two experienced teachers were provided during the past year for this program, and an enrollment of 550 persons was reported. Enrollees are classified as beginners, intermediate, advanced, and certificated. The certificated classes are composed of persons, mostly women, who have considerable proficiency in the use of the three R's and have acquired a working knowledge of the history and government of the United States. The majority of these persons are graduates from the advanced class. The actual



AMERICANIZATION CLASS IN BERGEN STREET SCHOOL

progress and satisfaction of attainment by the enrollees in all phases of this program are conclusive evidence of the success of this educational offering.

#### SECONDARY SCHOOL GUIDANCE

All secondary schools in Newark have guidance programs. In most schools guidance is organized according to grades with an adviser taking charge of one grade. Some of the schools have teachers who devote full time to guidance. However, the majority of the teachers engaged in this work also have some teaching assignments.

Counselors interview pupils in order to discuss with them school work, home conditions, out-of-school activities, and future vocational and educational plans. Much of the counselor's time is devoted to those pupils who give evidence of maladjustment of one kind or another. The counselor is

free to call upon other teachers and the parents for information, and often visits a home in order to obtain a better all-round picture of a pupil's personality and of the hereditary and environmental factors which may have a bearing upon the maladjustment. In atypical cases the Bureau of Child Guidance is called upon to furnish psychiatric examinations and make recommendations.

Guidance programs vary among schools. In June 1944, the Board of Education established the Department of Guidance and appointed a Director to co-ordinate the programs and activities relating to this worth-while phase of the educational program.

#### EXTRA-CURRICULAR ACTIVITIES IN THE SECONDARY SCHOOLS

The extra-curricular activities in the secondary schools may be divided into the athletic and the non-athletic. The participants in athletic activities are usually organized into teams and leagues with a view to competing with one another for top honors. In order to establish such a program of athletics, determine rules of eligibility and competition, draw up acceptable schedules, and determine general policies for all the schools in the city, a central regulatory body is needed. Out of this need has grown the Newark High School Athletic Association.

The Association consists of faculty representatives from each school and the Director of the Department of Physical Education and Recreation, who serves as secretary. Each school is represented by the principal and the faculty adviser of athletics. In those cases where there is no faculty adviser, the representative is specified by the principal.

The Association supervises competition in football, baseball, track, cross-country, swimming, and fencing. Also, it usually sponsors an outdoor track and field meet, a cross-country run, a swimming meet, and a fencing meet. The two latter events were not held during the past year. The Department of Physical Education conducts an Annual Invitation

Track and Field Meet which attracts contestants from many sections of New Jersey.

The Newark high schools have organized clubs and societies numbering from seventeen in the smallest school to a hundred in one of the largest schools. These cover a wide range of interests and satisfy the adolescent's normal desire to "belong" as well as his interest in a particular activity. Dramatics, music, debating, and publications play an important part in the development of a well-rounded pupil background. All activities are under the supervision of an adviser, a teacher whose qualifications and interests are such as to inspire pupil participation and growth in the activity which he has selected.

Large sums of money are often raised through extra-curricular activities. Each school follows its own system of auditing these accounts. Perhaps the most centralized plan of handling funds is followed in Central High School, where all activity monies are cleared through the Central High School Activities Incorporated, a State chartered corporation. This organization has a board of directors and the usual officials of a corporation. It makes monthly financial reports and, as is the case in the other schools, conducts a careful audit of its books at the close of each year.

#### LIBRARIES IN SECONDARY SCHOOLS

All senior and junior high schools have their own libraries for the use of pupils and teachers. In addition to the books purchased by the Board of Education, the Newark Public Library supplies thousands of volumes which are assigned to the school libraries for a year or longer. The total number of books in the secondary-school libraries varies from month to month. Approximately 59,000 books are to be found in the eight senior high schools and the five junior high schools. In many of these schools, the library also serves as a center of information for visual aids and other materials of instruction.



## ITINERANT LIBRARIAN SERVICE IN ELEMENTARY SCHOOLS

During the year 1943-1944, six itinerant librarians were assigned to the Board of Education Library. These librarians spent four days of each week in the elementary schools and one day at the Board of Education Library to examine and evaluate new materials and to fill the requests of their respective schools. By this arrangement, the librarians assisted twenty-four elementary schools in the maintenance of school library service. This was in addition to the library classes conducted in the platoon schools.

A joint project of the Department of Library and Visual Aids and the Department of Reference and Research was the administration and interpretation of the results of a test of library information, given to Grade 8A pupils during the second semester. The purpose of the study was to find, on a city-wide basis, the extent of ability of pupils in the use of books and libraries, and to determine by use of an item analysis which phases of instruction needed further stress.

## ITINERANT ART TEACHERS IN ELEMENTARY SCHOOLS

Much was done within the last year to equalize the art opportunities in the Newark schools. Because the organization of some schools was changed from the platoon to the modified traditional, it became possible to assign art teachers to several of the schools that never had such teachers. The extension of this plan was requested by other schools, and at the present time there are twenty-two schools being served by itinerant art teachers. Close integration with the school program and emphasis in the lower grades on handicrafts characterize this evolving program.

## THE NEWARK SCHOOL SURVEY

The teaching staff of Newark constantly examines procedures with the thought of revision and refinement in mind, and modifies the content of courses to comply with the changing needs of the pupils. Occasionally, however, it is advisable

to have an outside agency make an impartial appraisal of all aspects of the educational system. The most outstanding example of analysis and evaluation of the latter type was the Newark School Survey, conducted during 1941-1942 under the direction and supervision of the Division of Field Studies, Teachers College, Columbia University, at a cost of \$30,000. Many of the recommendations contained in the Report have already become effective; others are in the process of being followed.

Other important analyses conducted within the school system relate to the study of social trends in Newark, the measurement and evaluation of instruction, and the revision of courses of study, curricula, and school organization. Much thought has been given these phases in both the elementary and the secondary fields.

#### CITY-WIDE TESTING

A continuous, functioning city-wide testing program in mental ability, reading, and arithmetic promotes better teaching, learning activities, supervision, and administration. Information obtained from test results serves as a general inventory of abilities and achievements in basic skills, and indicates those pupils who need further study. Frequently, valuable data for curriculum construction and revision are furnished. Evidences of the need for recognition of individual differences become apparent when the results of a test administered to two or three thousand pupils are analyzed. While test results do not point out or define specific causes, they do show areas of specific weakness. Further diagnosis then becomes an individual matter which calls for the wisdom and insight of the teacher.

Follow-up studies of testing programs, such as the recent study of errors and correct responses made by 8B pupils on the arithmetic achievement test, provide facts for establishing educational objectives and better grade allocation of subject matter. This study, presented to the elementary-school prin-



ANALYZING PUPIL RESPONSES ON THE TEST SCORING MACHINE

cipals, was made possible by the use of tests which were scored and analyzed on the International Test Scoring Machine in the Department of Reference and Research.

#### SECONDARY SCHOOL CURRICULUM REVISION

The secondary schools have made encouraging progress in fitting the curriculum to the individual and in revising curricular offerings to comply with changing needs. The effectiveness of this work is due in large part to the continued analysis of objectives and outcomes over a period of years by committees working in the various departmental fields. In recent years, an evaluation of five high schools was made by the high-school staffs and by evaluating committees appointed by the Middle States Association of Colleges and Secondary Schools. Evaluations of the remaining high schools are being planned for 1944-1945. Another contribution was

the two-year study conducted in 1940-1942 to determine how well the secondary schools were meeting the educational needs of Newark youth between the ages of fourteen and eighteen.

Within the past five years the following new courses have received approval from the New Jersey State Department of Public Instruction after a period of experimentation in one or more schools:

A course in *Speech* stresses the ability to stand before an audience and express one's ideas in a clear and effective manner.

*Plane Geometry* uses a new method to develop logical reasoning rather than arbitrary memorization.

*Journalism* treats of the history and function of journalism, and the reporting, writing, printing, editing, and financing of a modern newspaper.

*Human Relations* is intended to help students understand and solve problems of everyday living in the complex society of today, with the result that they may become more socially acceptable individuals.

*General Language* deals with the origins of language, the need of grammar, good usage, elementary semantics, and the relation of race and language.

*Photoplay and Radio Appreciation* offers experiences in the appreciation of photoplays and radio programs and in the use of audio-visual equipment.

*Vocational Self-Appraisal* aids in the selection of a vocation by analyzing the pupil's abilities in relation to requirements for various types of work.

Other new courses have been a direct outgrowth of the impact of World War II upon the Newark secondary schools



and are described in the section pertaining to wartime activities. These courses are:

|                                |                          |
|--------------------------------|--------------------------|
| <i>Aviation Mathematics</i>    | <i>Navigation</i>        |
| <i>Elements of Aeronautics</i> | <i>Photography</i>       |
| <i>Elements of Electricity</i> | <i>Radio Code</i>        |
| <i>Elements of Machines</i>    | <i>Radio Electricity</i> |
| <i>Slide Rule</i>              |                          |

#### ELEMENTARY SCHOOL CURRICULUM IMPROVEMENT

The Curriculum Improvement Program of the Newark elementary schools, initiated in 1940, is being developed gradually, co-operatively, and democratically. During the past year, the teachers' evaluations of the 1933 courses of study were analyzed and summarized, and *Your Schools and Curriculum* was revised. This basic curriculum publication which was published tentatively in 1941 and submitted to the teaching staff for criticisms, will be printed in its revised form and ready for distribution early in the fall. Last February, committees were appointed for the production of new courses of study. The membership of the committees includes principals, vice-principals, teachers, and school nurses, and numbers a total of 116 participants, exclusive of consultants.

The Director of Elementary Education, who also serves as the director of the Curriculum Improvement Program for the elementary schools, conducted several meetings with the chairmen and sub-chairmen to familiarize the group with the following:

##### Current curriculum trends

The recommendations of the *Report of a Survey of the Public Schools of Newark, New Jersey*

Curriculum organization used in various places

Problems in course-of-study development

Procedures for committee work



ART IN EVERYDAY LIVING—FLOWER ARRANGEMENT

One general gathering of the total membership preceded those of the various committees, each of which held at least four meetings. For these committees the past semester was a period of orientation in the problems, trends, and procedures of curriculum development; the goal for the school year 1944-1945 is the production of tentative courses of study in the various curriculum areas.

An experimental program has been in progress at the Fourteenth Avenue School. The program involves the development of democratic techniques and procedures dealing with problems indigenous to the particular school. A report of progress to date is expected to be made at a Superintendent's meeting in the fall.

## DEPARTMENTAL CURRICULUM REVISION

To provide a substantial educational background and to meet the needs of a widely diversified school population, the schools of Newark offer training in the industrial arts, art, music, speech correction, library instruction, health, and physical education, in addition to the subjects usually considered content subjects.

A departure in the speech development program has been to relate that work to the broader aspect of the language arts. Formerly the speech program emphasized only work of a correctional nature. The present emphasis is placed upon a preventive program conducted in regular school classes rather than in special classes established for speech correction. Under this preventive approach, more pupils are deriving benefits from the speech program.

Binet Centers for the academically retarded pupils have been reorganized on the basis of intelligence quotient, social quotient, pre-vocational needs, and curriculum needs. Since these pupils have reading difficulties and are limited in reading achievement, library and visual aids are used to serve as mediums for richer areas of experience. Binet classes have been further integrated into the general life of the school by participation in assembly programs and sharing various activities with regular classes.

Better plans of classification and more thoughtful referral also are being developed for the socially maladjusted. Individual remedial programs based on diagnostic findings are being worked out, and rehabilitation is the keynote both for the physically handicapped and the emotionally unstable pupils. Rehabilitation, in these cases, refers to emotional stability and the development of the greatest possible efficiency among the physically handicapped.

In elementary industrial arts there has been a shift of emphasis to aeronautics and to home repair work. The latter shift is regarded as a type of conservation salvage service. The home economics curriculum has been enlarged to include

the broad objective of homemaking, rather than the narrower sphere of cooking and sewing. A committee of practical arts teachers and supervisors in the secondary schools has been active in studying the needs of this work in relation to the postwar period.

Considerable growth has been shown in elementary-school orchestras, due largely to special instrumental instruction. The Saturday morning instrumental centers have proved successful. These group-instruction classes have also been made available to pupils during the summer months. Many new courses and glee clubs have been organized. In celebration of Music Week and Youth Week, all elementary schools presented special music assemblies as an outgrowth of classroom activities; massed groups from the high schools participated in an All-City Music Festival in the Mosque Theatre. A large number of boys and girls from the Newark high schools were accepted in the New Jersey All-State High School Chorus and Orchestra.

The Art Workshop, being equipped at the Lawrence Street building, provides a place for experimental work. It is currently being used as a clearing house for curriculum art materials. Committees of art teachers, working with the supervisors, are preparing a Visual-Course-of-Study Exhibit which will be the basis of study in the next series of in-service meetings, and will offer to all who are interested a picture of the work in art as it develops from grade to grade.

#### EDUCATIONAL ORGANIZATION

The Newark schools have various organizational patterns. This is due in part to the changing educational philosophies over a period of years; the need for different types of school programs; and the size of school buildings. It cannot be said that Newark is organized strictly on the 8-4 plan with eight elementary grades and four years of high school, nor on the 6-3-3 plan with six years of elementary, three years of junior high, and three years of senior high



school. However, studies by committees tend to advocate a unified type of organization based on the 6-3-3 plan.

All elementary schools have kindergartens. Two elementary schools have a ninth-grade junior high. Two high schools have pupils housed in nearby elementary buildings to take care of overcrowded conditions, and one high school has annexed a separate building to provide for its overflow. The number of regular day elementary and high schools, by grade organizations, in 1943-1944 was:

| GRADE ORGANIZATION  | NUMBER OF SCHOOLS |
|---|-------------------|
| Kindergarten—Grade 8 .....                                      | 33                |
| Kindergarten—Grade 8<br>(with 9th grade for junior high) .....  | 2                 |
| Kindergarten—Grade 7 .....                                      | 2                 |
| Kindergarten—Grade 6 .....                                      | 6                 |
| Kindergarten—Grade 6<br>(with junior-high grades 7, 8, 9) ..... | 2                 |
| Kindergarten—Grade 5 .....                                      | 1                 |
| Kindergarten—Grade 4 .....                                      | 2                 |
| Junior High—Grades 7, 8, and 9 .....                            | 1                 |
| High School—Grades 9 to 12 .....                                | 7                 |

Ungraded opportunity classes are organized under the supervision and direction of the building principal. Classes for Binet pupils, for the socially handicapped, and for the physically handicapped are under the supervision of the Department of Special Education. The program for the physically handicapped includes:

|                                     |                             |
|-------------------------------------|-----------------------------|
| <i>Blind and Sight Conservation</i> | <i>Home Instruction</i>     |
| <i>Cardiac and Orthopedic</i>       | <i>Hospitalized Pupils</i>  |
| <i>Deaf and Hard of Hearing</i>     | <i>Multiple Handicapped</i> |
| <i>Undernourished</i>               |                             |

The Girls' Trade School provides instruction for girls, fourteen years of age or over from either the elementary

or high schools, who wish to gain practical experience in the learning of a trade rather than following one of the curricula offered by the high schools. In the Trade School, courses are given in needle trades, tea room management, home management, nursery school training, retail selling, and office practice, in addition to related academic subjects. Provision is made for part-time employment in out-of-school work by a rearranged program similar to that in operation for high-school pupils. Upon leaving school, or after graduation, the girls from this school are helped to find full-time employment by the school's employment bureau.

#### PLATOON SCHOOLS

The Newark School Survey recommended the abolition of the platoon type of organization which at one time was used quite extensively in the elementary schools of Newark. Some schools made the transition prior to the Survey. Since then others have followed. As they are being discontinued, their most valuable features are being incorporated into the modified programs, wherever possible.

### SPECIAL SERVICES

In addition to the classroom and extra-curricular activities, there are many other services provided in the Newark schools which are necessary and highly beneficial to the pupils and to the city. Some of these activities are mandated by the State School Laws; others are services established by the Board of Education for the welfare of each child in order that he may derive the utmost benefit from the educational offerings of the school system.

#### HEALTH SERVICE

Health examinations are conducted in the kindergarten and in Grades 1 to 12 inclusive. When special physical disabilities are discovered, the pupils are referred to the Board of



#### DEFECTS OF HEARING REVEALED BY AUDIOMETER SURVEY

Education Clinic for further diagnosis. There the child may receive treatment or be advised to consult his family physician. X-ray, ocular, orthopedic, posture, and dental services are available.

The Clinic gives physical examinations in connection with selection of teachers, and also furnishes chest X-ray examinations to in-service teachers, according to the requirements of the State Board of Education.

Posture examinations are held regularly in the upper grades of the elementary schools. Deviations from the normal are referred to posture classes which are conducted in ten school centers. When the nature of the defect is such that the health personnel at the school is unable to furnish the service required, the school principal may refer the pupil to the Postural Service, a division of the School Clinic, for professional advice leading to a special instructional program.

Many pupil difficulties in school achievement may be traced to faulty vision. The Board of Education has long had an eye clinic which deals with diseases of the eye and with refraction. Glasses are provided at nominal cost to the underprivileged and are supplied free of charge for indigent cases. Unequal pull of the ocular muscles often results in lack of fusion which is necessary for comfort and for normal use of the eyes. By use of proper instruments, a technician can conduct tests and follow up with muscle training so that fusion is obtained.

To provide this service, the Orthoptic Division of the eye clinic was established in July 1939, and a qualified technician was employed. The result is one of the best equipped clinics of its kind in any school system. In addition to the Ophthalmograph, the Metronoscope, and the Telebinocular, which are usually found in reading clinics to measure and correct eye movements, the Orthoptic Division is equipped with the Synoptoscope, the Stereo-Orthopter, the Chiroscope, the Feldman Adaptometer, and the Phorometer.

The relation between the visual and the hearing functions possessed by pupils is recognized. The group Audiometer is employed to screen hearing deficiencies, and a follow-up test is made by use of the individual or pitch Audiometer. Recommendations in the interest of the pupil's welfare are then furnished the teacher and parent.

#### CHILD CARE CENTERS

Child Care Centers have been sponsored to care for the children of working mothers. This program is described in the section dealing with "Our Schools in World War II."

#### CAFETERIAS

The cafeteria program has made rapid growth following the creation of the Cafeteria Department under Board of Education control. Prior to September 1942, high-school cafeterias were on a concessionaire basis. Those in the elemen-





HEALTHFUL LUNCHES SATISFY HEARTY APPETITES

tary schools were under direction of the WPA until April 1943. In 1943-1944, there were nine cafeterias in the high schools, including two in high-school annexes. Also, there were two in the junior high schools and twelve in the elementary schools. There were eight Child Care Centers where food was served. A daily average of 2,548 pupils was served in the elementary school cafeterias. The meals are complete and nutritious, and conform to wartime standards for a balanced diet as advocated by the Community School Lunch Program. Some of the cafeterias are so equipped that they are able to perform an educational service in terms of the amenities, and in teaching children to become venturesome with new foods; others, for the present, are able to operate on a custodial basis only. It is hoped that, as soon as priorities permit, all cafeterias may be able to assume an educational, as well as a dietary, function. Weight records of children indicate that

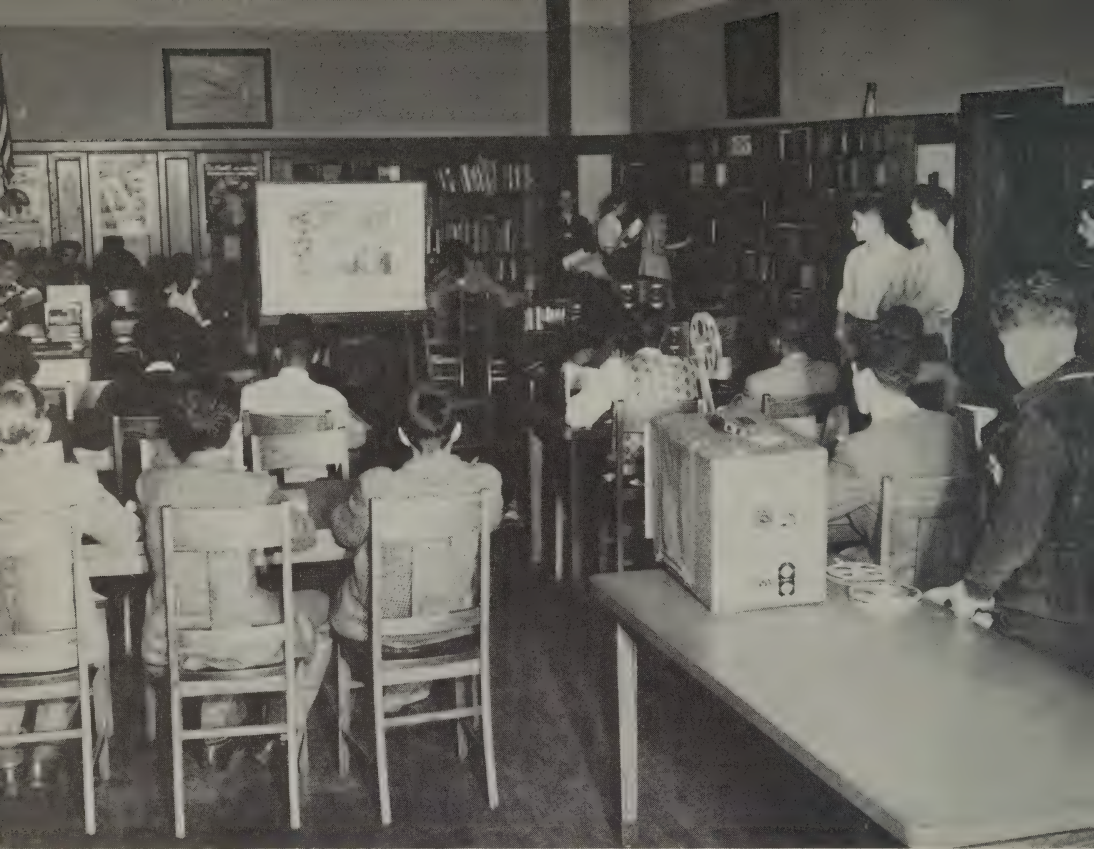


#### MID-MORNING MILK HELPS US GROW

the program has been definitely beneficial. In the case of the undernourished child, an improved pupil-school relationship appears to have developed as a result of this program, plus a general improvement in health and well-being.

Through a city subsidy "penny milk" was made available to elementary children in certain sections of Newark. Under this plan a pupil paid a penny for a bottle of milk. This in turn was matched with a penny by the City and two cents by the Federal Government. "Two-cent milk," available to all school pupils, was provided by a two-cent charge to the pupil and a two-cent contribution by the Federal Government. The average daily consumption of milk through this program was 7,025 bottles. "Four-cent milk" was available to secondary-school pupils who did not wish to participate in the Community School Lunch Program. In this case the entire four-cent charge is carried by the pupil. Under the





#### VISUAL AIDS VITALIZE THE CURRICULUM

three programs, a total of 4,052,624 half-pint bottles was sold in the schools during the past school year.

#### VISUAL AIDS

The use of visual aids has necessarily been curtailed during the past year because of the gasoline shortage. Deliveries of material cannot follow a normal schedule in these times. In spite of this handicap 31,013 slides, 1,738 film slides, 1,269 still films, and 13,766 16mm. films were circulated among various schools. The demand for visual aids in teaching is growing yearly. The sound film is proving to be a very valuable adjunct in teaching. It is interesting to note that eighty-nine teachers requested instruction in the use of visual aid equipment, thereby placing themselves in a more independent position in the use of the materials.

## ATTENDANCE SERVICE

In order to comply with the State requirements that children under sixteen years of age attend school and to enable the schools to determine the potential load of children of school age, a school census is taken at frequent intervals. This work is assigned to the Bureau of Attendance. To follow-up the legal requirements of pupil attendance, attendance officers are provided. Their purpose is to investigate cases of reported non-attendance and absence and to act as enforcing officers if the need arises. In this capacity they also serve a definite purpose in interpreting the schools to the home. By their contacts with the home, they are enabled to do a social-service type of work that proves to be of great value to the schools.

The law has definite provisions concerning the employment of minors and requires certificates of employment for many types of occupations. The issuance of such certificates is mandated as a responsibility of the Board of Education and is conducted through the office of the Bureau of Attendance. The number of certificates issued during the school year 1943-1944 was 21,744.

Many pupils would be unable to attend school because of physical handicaps if provision were not made for the use of school busses for transportation. Also other pupils must be transported to schools where classroom space is available. As an example, 620 pupils were transported by school busses from the Seth Boyden Housing Project, located in the area of the former Dayton Street School, to Ann Street and Miller Street Schools. In all, a total of 904 pupils was transported in 1943-1944.

## PSYCHIATRIC AND PSYCHOLOGICAL SERVICE

Psychiatric and psychological services are furnished to the schools by the Bureau of Child Guidance. The Bureau is under the direction of a psychiatrist who serves as consult-



ant and makes psychiatric examinations as a part of the study and treatment of problem children.

Psychiatric service is also given by visiting teachers and psychiatric social workers, who assist teachers in the study and treatment of child behavior, personality, and emotional problems. In order to locate and correct maladjustments early, emphasis is placed upon the work with young children. During the past school year, the services of the Bureau were extended into the high school by the assignment of a visiting teacher to Barringer High School. This teacher serves as a psychiatric social worker in the school guidance program and gives both consultative and case-work service.

The psychological service is taken care of by the psychologists who administer individual examinations to pupils presenting academic, behavior, and emotional maladjustments.

## PERSONNEL

The Newark School Survey recommended the establishment of a Personnel Department. During the spring of 1943, the Board of Education, upon the recommendation of the Superintendent of Schools, established such a division in order to provide a single co-ordinated office under the administrative control of the Superintendent. The functions of this department are: preparing recommendations for qualifications for different types of positions; recruiting; analyzing qualifications of applicants for positions; and, upon recommendation, transferring teachers and other instructional personnel below the level of assistant superintendent. A further function is that of maintaining accurate and appropriate records of service, sabbatical and military furloughs, and other leaves of absence, and of providing plans for promoting the general welfare of all employees.

Non-instructional personnel are chosen almost entirely from Civil Service examination lists of candidates for specific types of positions.

Candidates for teaching positions must pass written and oral examinations conducted by a Board of Examiners which functions in terms of rules and regulations laid down by the Board of Education; and, at the discretion of the Board of Examiners, practical demonstrations also may be prescribed. When taking the oral test, each candidate must also submit to a thorough health examination conducted by the Bureau of Health Education and Service. Candidates may be eliminated if they fail to pass any one of the specified tests. As a result of these examinations, eligible lists are compiled from which candidates are selected, in order of standing, to fill vacancies in the various subjects and departments as they occur.

The membership of the Board of Examiners during 1943-1944 consisted of the Superintendent of Schools, an assistant superintendent, the Director of Elementary Education, a high-school principal, an elementary-school principal, a high-school teacher, and an elementary-school teacher. The Director of the Personnel Department served as secretary but was not a voting member.

Properly qualified persons may be appointed to teaching positions in the capacity of "substitute" without taking any written or oral examination. Substitutes are of two classes, per diem and monthly. Per-diem substitutes report to schools upon call; monthly substitutes are employed by the month and some of them serve in a single position throughout the school year.

Teachers are appointed on a three-year temporary basis. During this time they must demonstrate adequate teaching skill and ability in order to receive permanent appointments which guarantee tenure as long as good behavior and efficiency are maintained. The rules and regulations of the Board of Education provide sick leaves for teachers, as well as sabbatical furloughs with half pay and furloughs without pay. A goodly number of Newark's teachers, both men and

women, are at present with the armed forces and have accordingly been granted military furloughs.

All teachers new to the system must become members of the New Jersey State Teachers' Pension and Annuity Fund, which provides for a pension when a teacher retires after having attained retirement age or, prior to that, on disability.

Newark has one of the best salary schedules of any school system in the country. This factor, probably more than any other, has served to keep classrooms, shops, and laboratories adequately staffed with well-prepared instructors at a time when war conditions have caused a general exodus of teachers and the closing of thousands of schoolrooms throughout the nation. The favorable salaries, Newark's location in the vicinity of many of the world's best institutions of higher learning, and vigorous recruiting campaigns have combined to keep instructional standards high.

## THE BOARD OF EDUCATION

The public schools of Newark are placed under the control of the Board of Education which consists of nine members appointed by the Mayor. Three members are appointed each year to serve for a term of three years. This body has the responsibility of studying the desires and needs of the citizens of Newark and developing a sound educational program. Achievement of the latter requires both an understanding of the educational background of the community, and the selection of a well-trained professional staff to execute wisely the policies of the Board and provide adequate instruction in the classroom. During the past school year, many policies affecting finance, school organization, and instruction were considered and passed upon.

The need of a change in the method of school support from property tax to a more equitable distribution of State aid was recognized by the Board. A resolution calling attention to the injustice of the present system of finance was

duly recorded and is contained in detail in the section of this report relating to finance.

The Board voted to reaffirm its stand contained in its resolution of October 28, 1942 covering retirements, the provisions of which were to become fully operative on July 1, 1944. The resolution reads:

“RESOLVED, that effective July 1, 1944, all employees, who shall have attained the age of sixty-eight (68) shall be retired; effective July 1, 1945, those attaining the age of sixty-seven (67) shall be retired; effective July 1, 1946, those attaining the age of sixty-six (66) shall be retired; and effective July 1, 1947, those attaining the age of sixty-five (65) shall be retired; to the end that from and after July 1, 1947, the retirement age of sixty-five (65) will be in full force and effect.”

Steps were taken to make effective certain proposals of the Newark School Survey. One step in this direction provides for an assistant superintendent of schools in charge of business administration to be appointed upon the retirement of the present Business Manager.

## SCHOOL FINANCE

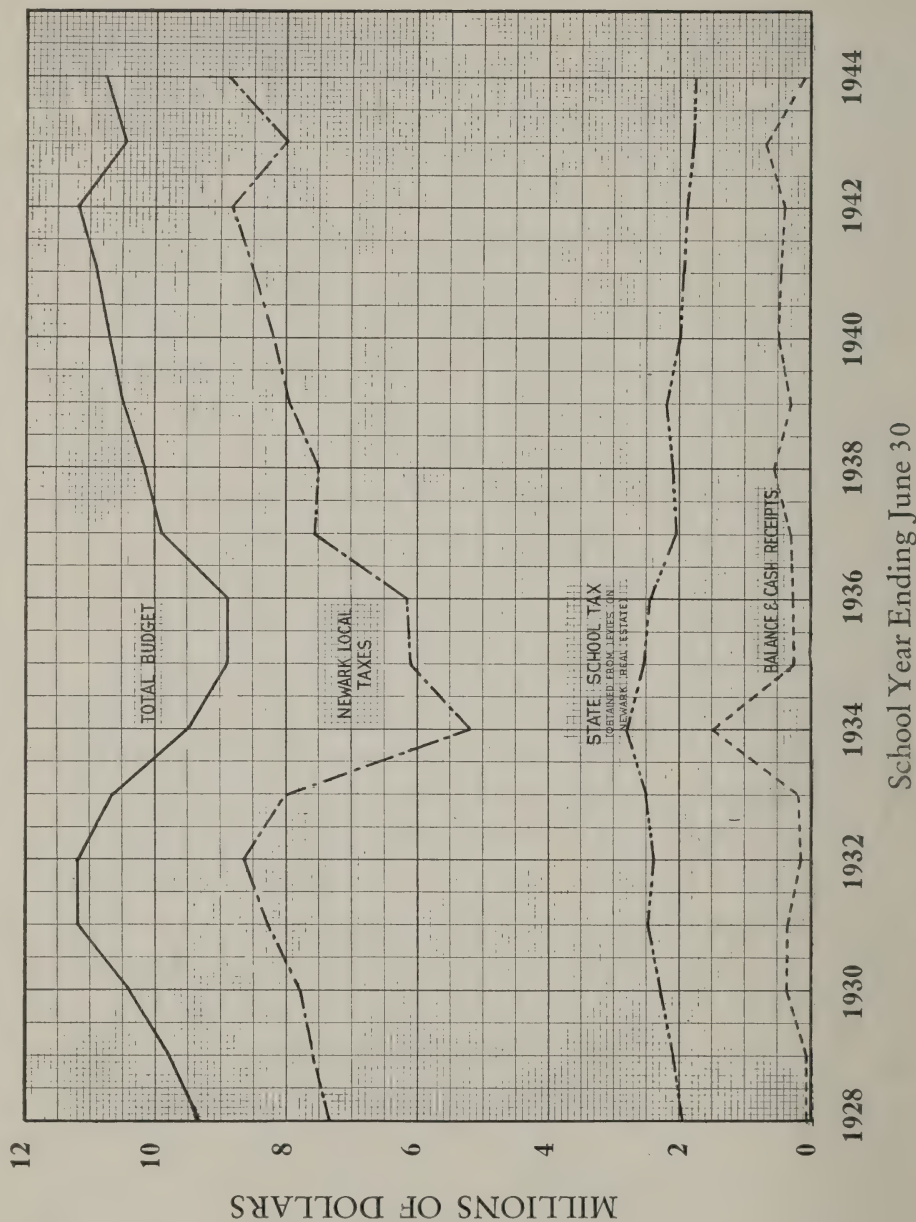
### THE SCHOOL BUDGET

The school budget is a financial picture of the extent of educational offerings and services provided by the City of Newark for the children and adults of the community. It represents the anticipated expenditures for a school year beginning July 1 and ending on the following June 30. The annual school budget is prepared by the executive officers of the Board of Education and is subject to review and approval by that body. The budget, however, does not become effective until final approval is granted by the Board of School Estimate, which consists of the Mayor, two City Commissioners, and two members of the Board of Education.



# CHART I

Annual Budget of the Newark Public Schools, 1927-1928 to 1943-1944, and Source of Revenue



The accompanying chart (Chart I) shows the total budget exclusive of debt services and capital outlay (for construction purposes) for the Newark public schools for the school years 1927-1928 through 1943-1944. Debt service is omitted from the school budget since school bonds are city-issued bonds and their redemption is placed under the supervision of the municipal government. The chart reveals that the budget for 1927-1928 totaled \$9,361,000, and in 1931-1932 totaled \$11,236,199. For the school year 1943-1944, the budget amounted to \$10,778,280. Chart I shows the respective amounts of the budget which were balances and cash receipts, and the amounts raised by city taxes and by the State School Tax. Monies received from the State School Tax represent taxes levied upon local real estate for the support of public schools. Receipts from these taxes shown in Chart I represent a return to Newark of approximately 90 per cent of the amount levied by the State for this purpose.

The reductions in the total budget for the school years 1932-1933 and 1933-1934 were due to four factors. Salary increments were discontinued and numerous school activities were curtailed as of July 1, 1931. These retrenchments were followed by temporary deductions from salaries effective July 1, 1932, and a second cut in salaries effective July 1, 1933. The balance of \$1,509,578.11 for the school year ending 1934 reflected the savings due to salary cuts and other reductions for the school year. Salary cuts were discontinued July 1, 1936, and salary increments were restored in 1937. These provisions account for the increased budget and the amount of city taxes levied for the following years.

In 1942-1943 the budget was again reduced by a curtailment in educational offerings. For the school year 1943-1944, an increase is shown over the previous year due to the fact that \$280,000 was added to the budget for salary adjustments and bonuses.

## BOARD OF EDUCATION RESOLUTION

Property tax is the main source of revenue for school purposes in New Jersey. In a declining realty market, the tax tends to become oppressive and an uncertain source of revenue. In discussing school finance the Newark School Survey stated:

“The other major recommendation to correct this ‘public psychology’ handicap is that the people of Newark, school officials and public-minded citizens, become actively concerned with the carrying out by the State of the program of State aid for which initial legislation was passed in 1935. The first step in this program will make possible the shifting of a million dollars from the property tax of Newark to other tax bases, and the later steps should make possible such shifting of an amount exceeding 40 per cent of the current cost of operating the Newark schools.”

It was with these facts in mind that the Newark Board of Education, on June 28, 1944, passed the following resolution:

WHEREAS, The Constitution of the State of New Jersey expressly states that “the Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all children in this State between the ages of five and eighteen years”; and

WHEREAS, Over the years, State funds formerly dedicated to the support of the free public schools of the State have been gradually diverted from their original purpose, or have ceased to be available, and are not applied to the support of the local school systems of the State; and

WHEREAS, The average amount of money contributed to the State school fund by the citizens of Newark, out of taxes levied on Newark property, exceeds by approximately one-quarter of a million dollars the average amount returned to Newark out of this fund for the support of Newark public schools; and

WHEREAS, As the net result of the foregoing, Newark not only receives no State support for its public schools, but the taxpayers of the City are required, in fact, to contribute, for the support of schools in other municipalities, on the average, more than \$250,000 per year; and

WHEREAS, The cost of Newark public schools inclusive of the average annual contribution of \$250,000 made by Newark taxpayers for the support of school districts other than Newark, raised by taxes on Newark property as required by present State law, represents approximately 35 per cent of the amount raised by taxes on Newark property for all governmental purposes; and

WHEREAS, The inequitable practices in the State of New Jersey and the need for a revision of the State policy with respect to the financing of public education in New Jersey are further reflected by the following facts:

a. New Jersey ranks forty-sixth among the forty-eight states of the Union in the percentage of funds for local public schools received from State sources. Forty-five states contribute a larger percentage than New Jersey to the cost of local schools; only two states, Nebraska and Oregon, apportion less than New Jersey.

b. State revenues from sources other than the local property tax contribute less than 6 per cent



of the total cost of local public schools. (As previously noted, it happens that Newark gets none of this money.) This compares with an average of 30 per cent throughout the country. In eleven states the State Government pays more than 50 per cent of the total cost of schools.

c. The per capita property tax payments in New Jersey are the highest in the country, largely because public education is supported almost entirely by the property tax.

d. Out of the 552 school districts in the State, two-thirds lack either the school population or the fiscal capacity to provide an adequate program of education—yet these districts are required to conduct their schools with practically no State aid.

e. Because of varying conditions in the several school districts of the State, and the necessity to support public schools almost entirely through the property tax, local tax rates for schools throughout the State vary from three mills per dollar (30 points in the tax rate) in some districts, to more than fifty mills per dollar (500 points in the tax rate) in others; and

WHEREAS, There is immediate and urgent necessity for some relief from the burden on local real estate occasioned by the State's failure to contribute adequately to the support of local public schools;

BE IT THEREFORE RESOLVED, That the Newark Board of Education favors and urges the early enactment of legislation to provide for State support of its public school system, at least to the extent of the average cost of public education contributed through State sources in other states throughout the country; to equalize educational

opportunity throughout New Jersey; to revise the present unscientific method of distribution of State school funds and to eliminate the present practice whereby property taxes raised in some districts are levied for the support of public schools in other districts to the end that all school districts will receive a reasonable proportion of school funds derived from State sources; and to insure the municipalities of the State some measure of relief from the full burden of public school education now placed almost entirely on real estate;

BE IT FURTHER RESOLVED, That copies of this resolution be sent to the Governor of New Jersey, to members of the State Legislature and to other boards of education.

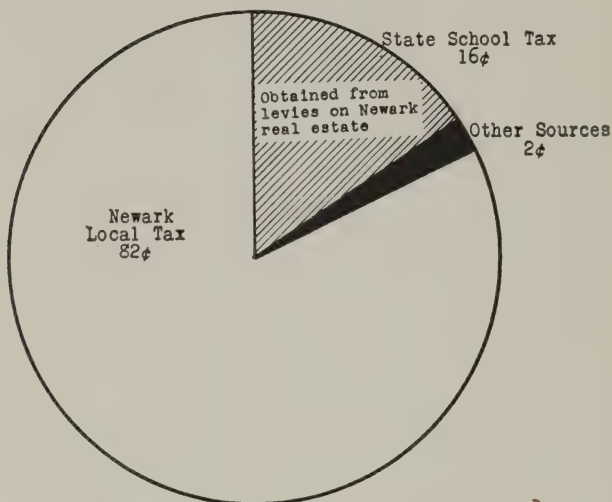
In 1943 the City of Newark paid to the County on account of State School Taxes, taxes to the extent of \$1,930,886.35. These in turn were paid to the State as stipulated by law. When the funds were distributed by the State for the support of public schools, Newark received \$1,747,590.49 or \$183,295.86 less than had been paid.

Chart II shows the source of income for the support of public schools and the analysis of the school budget. Reference to the chart shows the source of the school dollar for the support of the Newark public schools in 1943-1944, and how the school dollar was expended. Approximately 16 cents of each dollar of school support was received from the State School Tax levied on local real estate, 82 cents was derived directly from local taxes, and the remainder was obtained from miscellaneous and surplus funds.

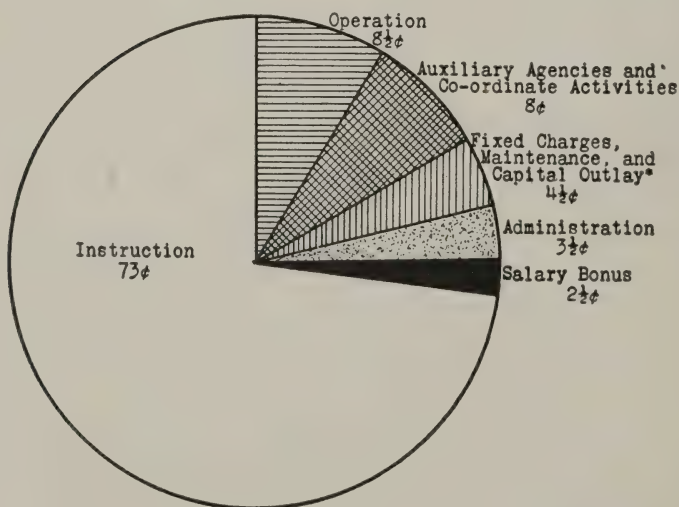
Approximately  $3\frac{1}{2}$  cents of each school dollar was allocated to administration; 73 cents for instruction;  $8\frac{1}{2}$  cents for operation; 8 cents for co-ordinate activities and auxiliary

## CHART II

Source of the School Dollar for Support of  
Newark Public Schools  
(1943-1944 Budget)



How the School Dollar is Expended in Newark  
(1943-1944 Budget)



\* Excludes Capital Outlay construction.

agencies\*;  $4\frac{1}{2}$  cents for fixed charges, maintenance, and the furniture and alterations included under capital outlay; and approximately  $2\frac{1}{2}$  cents for bonuses. (Bonuses of \$100 were granted to all full-time employees who received salaries of less than \$5,000 per year.)

## BUILDINGS AND MAINTENANCE

Newark has sixty-eight school buildings. Forty-nine buildings are elementary, or elementary and junior high; one is a junior high school; eight are senior high schools; and ten are special schools. Two buildings were erected in the 1840's; two others were built in the 1850's. Exactly one-half of the schools (thirty-four) were erected prior to 1900. The Newark School Survey rated nine of the school buildings *inferior*, and eighteen *poor*. Forty per cent of the children are housed in school buildings rated *poor*.

### POSTWAR BUILDING PROPOSALS

In November 1942, the Deputy Superintendent of Schools appointed a committee of seven principals to study the building needs of the Newark school system and to make recommendations for meeting these needs through a Postwar School-Building Program. The program was to concern itself with (a) new building construction, (b) remodeling or rebuilding of present inadequate buildings, and (c) the acquisition of additional land for school purposes. As a result of its study, the Committee made the following school-building construction proposals:

\*Of this amount  $2\frac{1}{2}$  cents was expended for recreational activities. In most school systems this item is provided for in the general city budget rather than by the school budget.





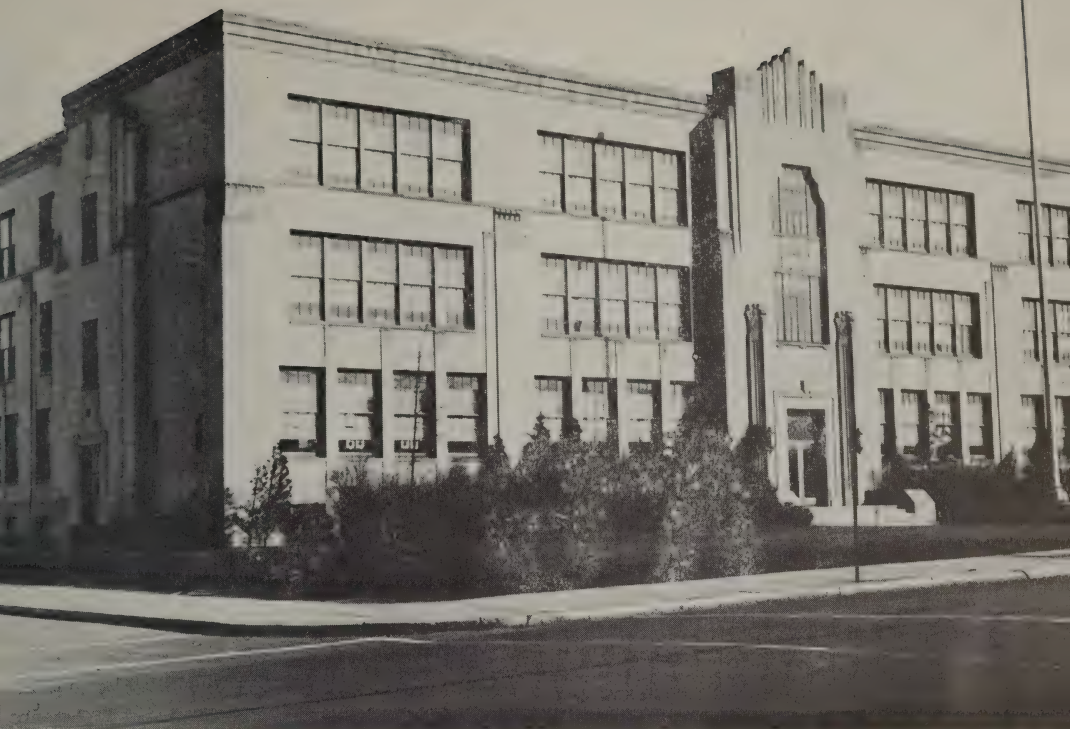
AN ANTIQUATED BUILDING STILL IN USE—ROSEVILLE AVENUE SCHOOL

## POSTWAR SCHOOL-BUILDING PROPOSALS

### Principals' Committee—First Report

June 30, 1943

| SCHOOL BUILDING                         | TYPE         | NUMBER OF<br>PUPILS |
|---|--------------|---------------------|
| Dayton Street School                    | Elementary   | 800                 |
| Southwestern High                       | Senior High  | 1,500               |
| Northern Section High                   | Senior High  | 1,500               |
| Ironbound Section                       | Junior High  | 1,200               |
| Occupational School for Boys—<br>South  | Occupational | 600                 |
| Occupational School for Girls—<br>North | Occupational | 600                 |



MODERN FACILITIES ENHANCE THE EDUCATIONAL PROGRAM—CHANCELLOR AVENUE SCHOOL

The concluding statement of the report is as follows:

“What were once blighted sections along the East River in New York City are today among the most desirable home areas of the city—all the result of city planning and rebuilding. New and attractive schools to replace the antiquated buildings of today will be followed by a development of *neighborhood consciousness* which will result in improved homes, more attractive surroundings, and greater civic interest.”

The Committee worked diligently on its main objective for the year; namely, a city-wide plan of construction and renovation based upon a well-developed program. For the present, completion of the plan and further work upon it have been postponed until the Central Planning Board of

Newark completes its preliminary studies on density of population and areas to be devoted to housing and manufacture. It is expected that these may be available the latter part of the summer.

#### CAFETERIA FACILITIES

Cafeteria service has been available for pupils in each of the day high schools. During the past two years this service was also provided in the following elementary schools:

|                   |               |
|-------------------|---------------|
| Abington Avenue   | Miller Street |
| Alexander Street  | Newton Street |
| Ann Street        | Oliver Street |
| Charlton Street   | Ridge Street  |
| Fourteenth Avenue | South Street  |
| Lafayette Street  | Wilson Avenue |

Ann Street School has one of the most recently constructed cafeterias. Four classrooms, four cloak rooms, one corridor, and a court were utilized for this purpose. One of the cloak rooms became a lavatory and a locker room for the cafeteria employees; the other three were transformed into storage rooms for food, dishes, silverware, and supplies. Classroom partitions were changed, and a kitchen and a dining room seating 400 pupils were equipped. The floor was covered with asphalt tile with contrasting colors of maroon and black, and attractive cafeteria furniture was provided. Dish-washing machines and two drinking fountains are important items of equipment. The other cafeterias vary in size and equipment according to the number of children to be served and the space available for lunchroom purposes.

#### KINDERGARTEN FACILITIES

Formerly the community paid little attention to the child before he came to school. Now the Baby-Keep-Well Stations and Child Care Centers serve him from his infancy. Naturally, a new emphasis has been placed on the kindergarten. In Central Avenue, Charlton Street, Franklin,





#### KEEPING CLEAN AND LIKING IT

Lafayette Street, Lincoln, Madison, Morton Street, Robert Treat, South Eighth Street, and Webster Street Schools great changes have been made in the kindergarten rooms. South Eighth Street School probably typifies what is being done. In this school partitions between two classrooms were taken out, and well-lighted and well-ventilated individual wardrobes were built. Suitable toilets and drinking fountains were installed, and cabinets to contain the individual work of seventy-two children were constructed. Shelves for a library corner were built, the artificial lighting was improved, colorful linoleum was laid on the floor, and the walls were painted a very attractive soft color.



## HEALTH ROOMS

New and improved health rooms are being placed in the older school buildings at the rate of about two a year. These are really suites of rooms consisting of a comfortable waiting room, a nurse's room, and a physician's room. Suitable files, cabinets, and lavatories are a part of the equipment furnished.

## SCHOOL SUPPLIES

### TEXTBOOKS AND SUPPLIES

Textbooks and supplies are furnished free of charge to all pupils in the Newark public schools. The purchase and distribution of these materials are under the Department of Supplies, where an effort is made to secure the greatest return for every dollar expended. Pupil needs are provided for as far as possible through the purchase of modern equipment and proper instructional materials.

The appropriations for supplies furnished are fixed on a per capita basis, the average cost of the past three years being divided by the average enrollment for those years. Textbooks, stationery, printed matter, general school supplies, and health service supplies are catalogued in an approved list. Items from this list are available for the schools, within the limits of their appropriations.

Teachers aid in the selection of textbooks and supplies by offering suggestions and recommendations. For the elementary schools, committees composed of school principals examine new books and materials and report their findings, together with recommended deletions, to the Superintendent of Schools. For the secondary schools, a committee composed of representatives from subject-matter groups, usually chairmen of departments, make the recommendations. The reports of the committees and all other recommendations are then reviewed by the Board of Examiners prior to approval by the Board of Education.

During this year of shortages, many means of economy were effected. For example, wood cut in random lengths and widths, instead of exact sizes, was purchased for school shops. This procedure had the approval of the War Production Board because manufacturing costs were eliminated, and the Board of Education benefited by saving some \$1,500. Steel and iron were purchased on an "as is" basis. The tops of pupils' discarded desks were planed to remove varnish and surface scratches. They were then furnished to shops with suggestions as to suitable projects for this size and kind of wood. Through redistribution of stock and tools to the various shops, over \$2,600 was saved.

#### FUEL

Every effort was made to provide an adequate supply of coal to heat the school buildings. In spite of the coal shortage and the fact that many schools cannot store a year's supply of coal in their bins, no Newark school building was closed during the year because of lack of fuel. This favorable situation was made possible by the early purchase of a sufficient quantity of coal which was stored at designated places under the supervision of the Department of Supplies.

#### TEXTBOOK INVENTORY

The annual inventory of textbooks provides a list of all available textbooks in the various school buildings, together with a record of rebound and discarded volumes. The actual operation of this inventory is placed under the supervision of the Department of Library and Visual Aids. The cards for recording the inventory are prepared for use on International Business Machine equipment. By checking school orders against books reported on hand, it is frequently possible to make shifts among the schools to meet requests for textbooks without additional expenditures. In this way, a more efficient use of textbooks is possible, and funds which otherwise would have been expended are made available for the purchase of additional necessary book materials.

## COMMUNITY RELATIONS

In addition to the regular classroom offerings and extra-curricular activities, the public schools of Newark play an integral part in community life. By means of encouraged school visitations, school-sponsored conferences, and extended use of school building facilities, parents are made aware of the school program and participate in many group activities established to meet community needs.

### AMERICAN EDUCATION WEEK

Each year during the week in which Armistice Day falls, the schools of the entire nation celebrate American Education Week. The American Legion and the National Education Association in 1921 sponsored the plan of having the public visit its schools during that week. The National Congress of Parents and Teachers and the United States Office of Education have since heartily joined in the sponsorship of this effort. In Newark, thousands of interested parents visit the schools of their children during this period. Various plans are followed to prepare for this visitation. Sometimes a committee of teachers outlines a program for the week. Invitations to parents are written by the pupils or are printed in the shops and taken home. In schools having parent-teacher associations, the associations take their full share of responsibility for the preparation of meetings. Mothers' committees act as associate hostesses at teas; interesting auditorium periods are arranged; and plays related to the topic for the year are presented. In 1943 the theme was *Education for Victory*. As a further means of publicity, posters are made by pupils and placed in store windows, and mimeographed materials are sent home telling the purposes of American Education Week. The city papers generously contribute space in their columns presenting news items on the interesting features of the week.

## PARENT-TEACHER ASSOCIATIONS

The Maple Avenue School Parent-Teacher Association was formed in 1926. It was the first such group in Newark to affiliate with the National Congress of Parents and Teachers. Now there are twenty-one affiliated units in Newark. Nearly every school has either a Parent-Teacher Association or a Mothers' Club which co-operates with the school in numerous community projects. In many cases, the PTA assists by conducting sales of bonds and stamps in the schools; in other cases, it serves to advise as to utility of equipment in Child Care Centers, school lunch rooms, and cafeterias. The associations also assumed the job of securing and instructing Block Mothers to accept the responsibility of caring for any children on the block whose parents were temporarily away from home. Occasionally local units of the PTA send a delegate to the regular meeting of the Board of Education. Parent-Teacher Associations are interested in the school budget. Therefore, representatives from the PTA attend the annual hearings of the Board of School Estimate.

When Newark was one of three cities in New Jersey chosen for a study of possible violation of the Federal Child Labor Laws, PTA members compiled the data gathered from questionnaires distributed in the senior and junior high schools. Very few violations were found in Newark. Parents were thus made aware of the laws to protect their children.

Both the Parent-Teacher Associations and the Board of Education are actively interested in the program of the Newark Youth Council. The Youth Council represents a merger of youth-problem committees of the Board of Education, the Defense Council, the Welfare Council, and the American Legion. The citizens promulgating the work represent fifty or more religious, racial, governmental, civic, and recreational organizations.





#### NEWARK—A COSMOPOLITAN CITY

THIRTY-FIVE NATIONALITIES REPRESENTED AT EAST SIDE HIGH SCHOOL

#### INSTITUTE FOR GOOD WILL

In order to promote increased interest among the teachers of the city in *Education for Good Will*, institutes were held during the second semester of the past school year to focus attention on the problems growing out of racial and religious tensions. These institutes were under the sponsorship of the Board of Education, and arrangements were made by committees composed of supervisors and principals.

The institute for junior and senior-high-school teachers was held in West Side High School. The afternoon and evening sessions were devoted to lectures and panel discussions on the general topic *How to Promote Good Will and Understanding from Racial and Religious Viewpoints*. Patrons of the schools as well as teachers participated in the discussions.

Similar institutes for the elementary-school staff were held in the Fifteenth Avenue School and Franklin School for teachers in the southern and northern sections of the city, respectively. Speakers presented the need for understanding and co-operation among various religious and racial groups and offered suggestions as to their application to the schools and community. A panel of representative teachers demonstrated the many opportunities the school curriculum affords for inculcating the sympathetic understanding necessary to solve social, racial, and religious problems. The benefits of the Good-Will Conferences are reflected in a renewed interest on the part of teachers and community leaders in the actual application of the conference suggestions.

#### JUNIOR GOOD-WILL ORGANIZATIONS

At one of the annual meetings of the New Jersey Good-Will Commission, emphasis was placed upon the actual practice of good will in every-day living. Since all of the members of the organization were adults, it seemed advisable to appeal also to the youth of the communities to carry on this task. It was then decided to organize good-will groups among the youth. Some schools formed junior good-will organizations with pupils of the seventh and eighth grades eligible for membership. They elected their officers and held regular monthly meetings. Speakers were invited and discussions followed. These organizations made pupils alert to the necessity of living together as Americans and not as a number of separate nationalities. An effort was made to convey the idea that, as Americans, we are one and that our lives have been enriched by the cultures which we have inherited from the many lands of our ancestors.

#### HOME AND SCHOOL RELATIONSHIP

An important relationship between the school and the home is established through visiting teachers and attendance officers. Visitations by these employees make a direct contact between the school and the parents, where in many cases

parent-school relationship would otherwise be lacking. They also help to acquaint the teaching personnel with the home conditions of the pupils and provide an invaluable aid toward a more thorough understanding of the child and a more sympathetic insight as to his needs. The attendance officers and census enumerators acquaint the parents with the organization of the school and the need for pupil attendance. The visiting teachers enable the parents to obtain a better understanding of the need for continued education and satisfactory home environment for the pupil.

#### BABY-KEEP-WELL CENTERS

The Board of Education desires to co-operate with agencies that care for children of pre-school age. Baby-Keep-Well Centers are housed in Hawkins Street and Miller Street Schools. These stations are staffed by physicians and nurses from the Newark Board of Health. In these centers pre-natal care is offered to prospective mothers. Moreover, after a mother leaves the hospital, she may avail herself of medical attention for herself and for her baby at the Baby-Keep-Well Centers.

#### ACTIVITIES FOR NEWARK'S YOUTH

Newark formally bows to its youth each year in the month of May. The Twenty-fourth Annual Youth Week Celebration was held May 7 to May 13, 1944, and the Newark City Commission appropriated funds for the expenses involved. Each year a youthful mayor occupies the chief executive's chair for part of a session of the City Commission and obtains a realization of the responsibilities of the office. Boys and girls are shown the organization and the operation of department stores and business houses. Frequently, decision as to the pupil's future occupation may be formed as a result of these carefully conducted tours and events.

A Fourth of July celebration appeals to every child. On that holiday the Recreation Department contributes to the



city's festivities by providing children's athletic events for both boys and girls from ten to eighteen years of age. This program of supervised play has helped the community by decreasing the number of Fourth of July accidents to juveniles.

The recreation workers have been a motivating force in recruiting private agencies and city-wide social and civic clubs to initiate leisure-time activities and recreation programs. This work has recently received favorable comment in Philadelphia and New York newspapers, in the *Ladies Home Journal*, and in the *American School Board Journal*.

#### USE OF SCHOOL FACILITIES

In addition to the use of school facilities for the recreation and playground program provided under the supervision of the Board of Education, school facilities are used for many other purposes. School auditoriums are used by church groups and by political parties for county committee meetings. School buildings have been used by air raid wardens as headquarters and as drill centers. Civil Service examinations and Board of Education examinations for teachers are held in school buildings. The building and the projection equipment in Arts High School are used by the United States Signal Corps, Newark Office, for instruction conferences.

#### ADULT SCHOOLS

Newark has two Adult Schools. One is located in the Elliott Street School in the northern part of the city; the other, in the Weequahic High School in the southwestern section. The Board of Education provides an administrator and classroom facilities for each school, but the salaries of teachers are paid from the enrollment fees. An executive board composed of citizens of the community assists in establishing policies for the school. The Weequahic Adult School, which offers approximately fifty different courses each year, is one of the largest of its kind in the country.



In both schools, public speaking and social dancing are popular courses and are repeated year after year. Among the other offerings are courses in piano and musicianship, psychology, foreign languages, millinery, sewing, and folk dances. At the close of each term many classes hold exhibitions of their work. During the past year, a course in Spanish was given for employees of the Office of Dependency Benefits of the United States Government. Some pupils have requested a summer term for the Adult Schools, but the number of requests has not been sufficient to warrant placing the schools on a three-term basis.

#### AIDS TO COMMUNITY DRIVES

The Art Department from time to time has supervised the planning and preparation of posters for various community drives. *Safety First* posters which are placed on public display each year have been a vital force in the campaign to reduce accidents. *Defense* posters, exhibited in the rotunda of the City Hall, no doubt impressed large numbers of people with the necessity for contributing to the defense effort. Much of the success of the campaign conducted to raise funds for the Disabled American Veterans of World War I was due to publicity given by *Forget-Me-Not Drive* posters made by the schools. The Northern New Jersey Recruiting District Headquarters of the Army called upon the Art Department to take complete charge of arrangements for a poster contest to stimulate interest and encourage enlistment in the Aviation Cadet Corps. At the request of the Youth Auxiliary of the Newark Defense Council, a poster contest was planned to acquaint the people of Newark with the role of the civilian in the home, on the job, and in national defense. Splendid materials for bringing before school children and their parents the duty and gratitude we owe to our country were supplied to the Daughters of the American Revolution for their contest on *Opportunities My Country Gives Me*. In co-operation with the USO Victory Book Campaign, posters were furnished to interest the people

in obtaining books for our servicemen to enable them to spend their leisure time more pleasurably and profitably.

School music organizations in Newark under the Department of Music Education have always taken an active part in community endeavors. The war has given new significance to many of these efforts. High-school bands, a choral group, and vocal soloists contributed an inspiring program for the *I Am An American Day* exercises in Branch Brook Park. On this occasion several thousand foreign-born, newly made citizens received certificates and recognition. Church groups, civic clubs, parent-teacher associations, and other community organizations call upon the school bands, orchestras, choruses, and soloists for participation in their programs. Radio work now is devoted to the *Schools at War* program which is broadcast weekly. At many of the neighborhood concerts, purchase of a war stamp or bond is required as the price of admission.

Evening groups have been organized where young people may sing or play under the guidance of an approved music teacher. Not a year old, the *Singing Caravan* consists of a group of nearly one hundred 'teen-age youngsters who meet two evenings a week just to sing. This group has become so well-known throughout the city that it is in frequent demand to perform for community organizations and churches. The *Alumni Chorus* meets once a week in a spot located in the central part of the city. Its members, too, sing for pleasure but have become so proficient that they are often called upon to make public appearances.

## THE FUTURE

## THE FUTURE

There are many problems which will confront the schools of Newark in the future. The solutions to some of these are already known; others must receive special consideration and continued study until the scope of the particular problem and its relation to the school system are determined. This latter category is concerned particularly with the educational offerings to be established for returning veterans and the possible placement of school pupils in out-of-school employment. Educational guidance in this period of readjustment will be imperative. This will mean continued emphasis upon guidance facilities and the constant improvement in the use of guidance techniques.

The school system must be prepared to submit a comprehensive building program that will provide for the replacement of out-moded buildings; that will fit into the community-planning program; and that will permit the most efficient school organization from the standpoint of the instructional program. Such a building program will necessarily include constructions in those areas of the city not now served by school building facilities.

It is essential that there be constant examination, evaluation, and revision of curricular offerings to meet the changing needs of changing times.

Progress has been made in the development of more democratic procedures in administration and supervision. In like manner, continued stress should be given to the use of the democratic process in the solution of common problems. Group awareness and group participation lead to an enlightened personnel motivated by interest and understanding.

The schools exist to provide education for the youth of Newark and to further educational opportunity for all citizens who wish it. Provision should be made to meet the educational needs which these responsibilities entail.



## STATISTICS

# BUDGET OF CURRENT EXPENSES

## NEWARK PUBLIC SCHOOLS

### 1943-1944

#### ADMINISTRATION—GENERAL BUSINESS

|  |            |             |
|--|------------|-------------|
| Secretary's Department .....                                       | \$ 53,380. |             |
| Legal Services .....   | 8,030.     |             |
| Administration of Co-ordinate Activities .....                     | 23,470.    |             |
| Business Manager's Department .....                                | 42,475.    |             |
| Purchasing Agent's Department .....                                | 53,715.    |             |
| Store Houses .....   | 41,604.    |             |
| Operation and Maintenance of Departments<br>and Store Houses ..... | 7,897.     |             |
| Autos and Trucks .....   | 18,385.    |             |
| Other Expenses .....   | 5,600.     |             |
|  | <hr/>      | \$ 254,556. |

#### ADMINISTRATION—EDUCATIONAL

|   |             |             |
|---|-------------|-------------|
| Superintendent of Schools' Department ..... | \$ 100,964. |             |
| Reference and Research .....                | 14,895.     |             |
|   | <hr/>       | \$ 115,859. |

#### INSTRUCTION—SUPERVISORY

|                               |             |             |
|-------------------------------|-------------|-------------|
| Supervisors .....             | \$ 139,268. |             |
| Non-Teaching Principals ..... | 300,750.    |             |
| Principals' Clerks .....      | 212,675.    |             |
| Office Expenses .....         | 30,538.     |             |
|                               | <hr/>       | \$ 683,231. |

#### INSTRUCTION—PROPER

|                          |              |              |
|--------------------------|--------------|--------------|
| Teachers' Salaries ..... | \$6,360,346. |              |
| Text Books .....         | 59,295.      |              |
| Supplies .....           | 131,931.     |              |
| Other Expenses .....     | 5,902.       |              |
|                          | <hr/>        | \$6,557,474. |

#### OPERATION

|                               |             |             |
|-------------------------------|-------------|-------------|
| Janitors' Salaries .....      | \$ 641,894. |             |
| Janitors' Supplies .....      | 34,273.     |             |
| Fuel .....                    | 128,262.    |             |
| Light, Water, and Power ..... | 73,818.     |             |
| Other Expenses .....          | 25,349.     |             |
|                               | <hr/>       | \$ 903,596. |

## CO-ORDINATE ACTIVITIES

|                                   |            |             |
|-----------------------------------|------------|-------------|
| Attendance Department .....       | \$ 85,750. |             |
| Health Education Department ..... | 182,215.   |             |
| Child Guidance Department .....   | 27,305.    |             |
|                                   | <hr/>      | \$ 295,270. |

## AUXILIARY AGENCIES

|                               |             |             |
|-------------------------------|-------------|-------------|
| Recreational Activities ..... | \$ 273,264. |             |
| School Stadium .....          | 19,206.     |             |
| Visual Education .....        | 24,633.     |             |
| School Lunches .....          | 14,750.     |             |
| Cafeterias .....              | 100,000.    |             |
| Transportation .....          | 60,165.     |             |
|                               | <hr/>       | \$ 492,018. |

## FIXED CHARGES

|                      |            |            |
|----------------------|------------|------------|
| Pension .....        | \$ 28,500. |            |
| Insurance .....      | 23,667.    |            |
| Other Expenses ..... | 1,262.     |            |
|                      | <hr/>      | \$ 53,429. |

Total—Current Expenses .....\$9,355,433.

## MAINTENANCE

|                                      |            |             |
|--------------------------------------|------------|-------------|
| Grounds .....                        | \$ 26,768. |             |
| Buildings .....                      | 260,278.   |             |
| Educational Equipment .....          | 46,082.    |             |
| Other Expenses .....                 | 808.       |             |
|                                      | <hr/>      |             |
| Total—Repairs and Replacements ..... |            | \$ 333,936. |

## CAPITAL OUTLAY

|                                       |            |            |
|---------------------------------------|------------|------------|
| Alterations .....                     | \$ 75,006. |            |
| Furniture and Equipment .....         | 14,500.    |            |
|                                       | <hr/>      |            |
| Total—Alterations and Equipment ..... |            | \$ 89,506. |

## LIBRARY

|                     |            |            |
|---------------------|------------|------------|
| Salaries .....      | \$ 61,900. |            |
| Books .....         | 11,870.    |            |
| Supplies .....      | 5,052.     |            |
|                     | <hr/>      |            |
| Total—Library ..... |            | \$ 78,822. |

## MANUAL TRAINING

|                                |            |             |
|--------------------------------|------------|-------------|
| Supervisors' Salaries .....    | \$ 21,600. |             |
| Teachers' Salaries .....       | 557,530.   |             |
| Capital Outlay—Equipment ..... | 7,194.     |             |
| Supplies .....                 | 42,719.    |             |
| Repairs and Replacements ..... | 8,040.     |             |
| Other Expenses .....           | 3,500.     |             |
|                                | <hr/>      |             |
| Total—Manual Training .....    |            | \$ 640,583. |

## MISCELLANEOUS

|   |                |               |
|---|----------------|---------------|
| For Salary Adjustments and Possible<br>Bonus Payments ..... |                | \$ 280,000.   |
|   |                | <hr/>         |
| Total Budget .....  |                | \$10,778,280. |
| Estimated amount to be received from State....              | \$1,717,590.49 |               |
| For Manual Training .....                                   | 5,000.00       |               |
| Reserve Fund (Charitable Inst.) .....                       | 25,000.00      |               |
| Estimated Cash Receipts .....                               | 65,000.00      |               |
| Balances .....  | 55,689.51      |               |
|   | <hr/>          | \$ 1,868,280. |
|   |                | <hr/>         |
| Amount for City to Raise .....                              |                | \$ 8,910,000. |



# BONDED INDEBTEDNESS AND SINKING FUND NEWARK PUBLIC SCHOOLS

1927-1928 to 1943-1944

| School<br>Year | Bonded Indebtedness | Sinking Fund   |
|----------------|---------------------|----------------|
| 1927-1928      | \$18,435,200.       | \$3,247,013.30 |
| 1928-1929      | 19,141,200.         | 3,479,808.89   |
| 1929-1930      | 20,172,200.         | 3,422,401.58   |
| 1930-1931*     | 21,663,200.         | 3,663,626.85   |
| 1931-1932      | 21,263,200.         | 4,419,248.80   |
| 1932-1933      | 20,458,200.         | 4,455,194.85   |
| 1933-1934      | 19,883,200.         | 4,528,751.99   |
| 1934-1935      | 19,432,200.         | 4,844,067.76   |
| 1935-1936      | 19,031,200.         | 5,121,559.76   |
| 1936-1937      | 18,630,200.         | 5,421,525.61   |
| 1937-1938      | 18,207,200.         | 5,700,376.49   |
| 1938-1939      | 17,776,200.         | 6,021,464.31   |
| 1939-1940      | 17,337,200.         | 6,348,454.27   |
| 1940-1941      | 16,898,200.         | 6,688,254.38   |
| 1941-1942      | 16,394,200.         | 6,870,104.97   |
| 1942-1943      | 15,977,200.         | 7,113,882.08   |
| 1943-1944      | 14,347,200.         | 6,156,427.12   |

\*Date of last bond issue for school purposes June 1, 1931.

COMPARATIVE COSTS PER PUPIL IN AVERAGE  
DAILY ENROLLMENT BY ESSEX COUNTY  
SCHOOL DISTRICTS, 1943-1944  
(*Current Expense Basis*)

| School District            | Cost Per Pupil In<br>Average Daily Enrollment |
|----------------------------|---|
| Essex Fells .....          | \$236.10                                      |
| Glen Ridge .....           | 229.93  |
| Montclair .....            | 215.88  |
| North Caldwell .....       | 190.65  |
| So. Orange-Maplewood ..... | 187.63  |
| <i>Newark</i> .....        | 184.79 —                                      |
| East Orange .....          | 184.38  |
| Bloomfield .....           | 169.92  |
| Verona .....               | 169.29  |
| West Orange .....          | 168.24  |
| Millburn .....             | 167.94 ✓                                      |
| Caldwell .....             | 164.84  |
| Caldwell Township .....    | 162.96  |
| Irvington .....            | 162.15  |
| Roseland .....             | 159.87  |
| Livingston .....           | 153.19  |
| Orange .....               | 150.93  |
| Cedar Grove .....          | 147.50  |
| Nutley .....               | 145.90  |
| Belleville .....           | 121.78  |
| Average .....              | 173.70  |

PUBLIC DAY SCHOOL ENROLLMENT BY GRADE ORGANIZATION  
NEWARK, NEW JERSEY  
1927-1928 to 1943-1944

| School<br>Year | Total  | Enrollment             |             |       |              |            |        |        | Special* |                 |
|----------------|--------|------------------------|-------------|-------|--------------|------------|--------|--------|----------|-----------------|
|                |        | Senior<br>High<br>9-12 | Junior High |       | Total<br>7-9 | Elementary |        |        |          | Total<br>Kdg.-8 |
|                |        |                        | 7-8         | 9     |              | Kdg.       | 1-8    |        |          |                 |
| 1927-1928      | 85,491 | 8,259                  |             | 929   | 2,057        | 9,951      | 59,999 | 69,950 | 5,225    |                 |
| 1928-1929      | 86,042 | 8,325                  |             | 1,098 | 2,409        | 9,870      | 59,965 | 69,835 | 5,473    |                 |
| 1929-1930      | 86,087 | 8,600                  |             | 1,176 | 2,416        | 10,065     | 59,784 | 69,849 | 5,222    |                 |
| 1930-1931      | 85,725 | 9,714                  |             | 1,351 | 2,611        | 9,343      | 59,632 | 68,975 | 4,425    |                 |
| 1931-1932      | 84,938 | 11,388                 |             | 1,352 | 2,910        | 8,674      | 58,054 | 66,728 | 3,912    |                 |
| 1932-1933      | 84,983 | 12,919                 |             | 1,466 | 3,327        | 8,413      | 56,734 | 65,147 | 3,590    |                 |
| 1933-1934      | 84,331 | 14,390                 |             | 1,473 | 3,173        | 8,153      | 55,338 | 63,691 | 3,077    |                 |
| 1934-1935      | 83,550 | 15,293                 |             | 1,430 | 3,133        | 7,974      | 54,303 | 62,277 | 2,847    |                 |
| 1935-1936      | 82,124 | 15,122                 |             | 1,638 | 3,997        | 7,446      | 52,670 | 60,116 | 2,889    |                 |
| 1936-1937      | 80,142 | 14,840                 |             | 1,642 | 3,948        | 7,227      | 51,529 | 58,756 | 2,598    |                 |
| 1937-1938      | 78,358 | 14,843                 |             | 1,440 | 3,808        | 7,052      | 49,870 | 56,922 | 2,785    |                 |
| 1938-1939      | 77,110 | 15,782                 |             | 1,417 | 3,917        | 6,624      | 48,039 | 54,663 | 2,748    |                 |
| 1939-1940      | 75,048 | 16,483                 |             | 1,310 | 3,767        | 6,528      | 45,615 | 52,143 | 2,655    |                 |
| 1940-1941      | 72,595 | 16,821                 |             | 1,247 | 3,634        | 6,300      | 43,271 | 49,571 | 2,569    |                 |
| 1941-1942      | 70,721 | 16,217                 |             | 1,167 | 3,450        | 6,202      | 42,301 | 48,503 | 2,551    |                 |
| 1942-1943      | 67,301 | 14,627                 |             | 1,128 | 3,349        | 6,406      | 40,427 | 46,833 | 2,492    |                 |
| 1943-1944      | 63,603 | 13,376                 |             | 1,143 | 2,946        | 6,393      | 38,570 | 44,963 | 2,318    |                 |

\*Includes Boys' Continuation School prior to 1935 and Girls' Continuation School prior to 1941.  
Girls' Trade School included beginning 1941.

## NUMBER OF TEACHERS BY SCHOOL ORGANIZATION

## NEWARK, NEW JERSEY

1927-1928 to 1943-1944

| School Year | Number of Teachers |          |          |            |         |                   |
|-------------|--------------------|----------|----------|------------|---------|-------------------|
|             | Total              | Sr. High | Jr. High | Elementary | Special | Recreation Other* |
| 1927-1928   | 2,410              | 352      | 65       | 1,777      | 118     | 98                |
| 1928-1929   | 2,459              | 364½     | 64       | 1,782½     | 133     | 115               |
| 1929-1930   | 2,513              | 378½     | 65       | 1,799      | 141½    | 129               |
| 1930-1931   | 2,564              | 407½     | 65       | 1,805      | 152½    | 134               |
| 1931-1932   | 2,619              | 469½     | 73       | 1,790      | 161½    | 125               |
| 1932-1933   | 2,562½             | 486      | 85       | 1,732½     | 159½    | 99½               |
| 1933-1934   | 2,522½             | 544      | 74       | 1,665      | 157½    | 82                |
| 1934-1935   | 2,518              | 571      | 73½      | 1,648½     | 146½    | 78½               |
| 1935-1936   | 2,553½             | 590½     | 104      | 1,617      | 150     | 77                |
| 1936-1937   | 2,559½             | 601½     | 108      | 1,591      | 153     | 77                |
| 1937-1938   | 2,566              | 616      | 110      | 1,558½     | 154½    | 80                |
| 1938-1939   | 2,612              | 651      | 120      | 1,544½     | 156½    | 81                |
| 1939-1940   | 2,615              | 695      | 123      | 1,499½     | 151½    | 80                |
| 1940-1941   | 2,601½             | 714      | 122      | 1,461½     | 156     | 79                |
| 1941-1942   | 2,517              | 694      | 123      | 1,397      | 157     | 75                |
| 1942-1943   | 2,448½             | 664      | 122      | 1,350½     | 156     | 85                |
| 1943-1944   | 2,386              | 627      | 122      | 1,330      | 152     | 83                |

\*Includes superintendents, directors, supervisors, and itinerant teachers.









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